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## EDUCATION SECTOR SUPPORT PROJECT

Contract No.  
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of  
Afghan Field Operations  
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### END OF PROJECT REPORT

1 May 1992 to 30 June 1994

Implementing Agency  
University of Nebraska at Omaha

Subcontractors  
The Education Development Center, Inc.  
and  
Creative Associates International, Inc.

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Peshawar  
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# I INTRODUCTION

The Education Sector Support Project (ESSP), Contract No. 306-0202-C-00-2034-00, was implemented 1 May 1992 and completed on 30 June 1994. The project was a follow-up to Education Sector Support Project, Contract No. 306-0202-C-00-6012-00, which was initiated on 15 September 1986 and concluded on 30 April 1992. Where appropriate, tasks and activities from the initial contract were transferred to the latter contract. The University of Nebraska at Omaha (UNO) was the implementing agency with The Education Development Center, Inc. (EDC) and Creative Associates International, Inc. (CAII) as subcontractors. The project had a planned life of three years extending to 30 April 1995 with two option years, but was closed early due to a decision by USAID/Washington to phase-out the Afghanistan Mission in FY94. The objective of the ESSP was to provide educational/humanitarian assistance to Afghan citizens, the primary focus being the controlled areas inside Afghanistan and to a more limited degree the refugees who were returning to Afghanistan. The main focus of contract No. 306-0202-C-00-2034-00 was as follows: strengthen the primary school network (gr. 1-8) by improving curriculum, textbooks, instructional aids and teacher training, and improving central capabilities in planning, budgeting and policy development; increase the incidence of adult literacy (women) by providing instructional materials and training; and increase access to schools and remove educational disparities.

The End of Project (EOP) report summarizes the project objectives/activities and expected outputs/outcomes as presented in the Implementation Plan of 30 June 1992 and purpose level indicators and achievements as presented in the 31 March 1994 ESSP Purpose Level Monitoring Report. Final Status Remarks are included along with Learning from the Experience Comments and a Financial Summary. The Appendix contains the person-month allocations summary, team member reports, consultant reports/abstracts, textbook and teacher training summary, final inventory schedule and briefing paper. In addition, two separate volumes containing special research reports are included.

The University of Nebraska at Omaha staff and UNO/ESSP team members submitting this report wish to express their sincere appreciation to the officials of USAID, the local Afghan and Pakistani staff, and the consultants who contributed to the success of the ESSP. The project represents a major commitment to the educational development of Afghanistan and the University of Nebraska at Omaha was proud to have the opportunity to participate in this effort.

## II SUMMARY

Included in the summary are the overall program activities for both ESSP projects. The program components/performance indicators of the individual activities for ESSP1 and ESSP2 are included in section III of Project Description/Performance.

- . Scope/sequence curriculum charts were prepared in language, social studies and math/science for grades 1-6 in three languages; Dari, Pashto and English.
- . Textbooks and teaching guides were developed for all subjects, grades 1-9.
- . Daily lesson plans were developed for grade 1 for language, social studies, and math/science.
- . Approval of the textbooks was provided initially by the Afghan Interim Government/Peshawar and later by the Ministry of Education/Kabul for the refugee schools and the schools inside Afghanistan.
- . Approximately 15.0 million textbooks were distributed. This included textbooks for more than 1,606 primary schools and 446,392 students inside Afghanistan and 1,031 primary schools and 167,022 students in Pakistan.
- . An Instructional Material Development Center (IMDC) was developed and established resulting in the production and distribution of more than 300,000 silkscreened instructional charts and maps, 120,000 mathematics and language boards, 8,550 cloth world globes, 43,000 scientific kits and charts, 56,000 anti-narcotics and mine-awareness posters and 19,000 blackboards. Twelve cloth storybooks were designed and printed for the primary schools in two languages, Dari and Pashto, and over 100,000 storybooks were manufactured and distributed.

A teacher training program was developed and implemented with 123 master teacher trainers trained (16 week program), including 41 women. Three thousand six hundred ninety classroom teachers, including more than 600 women, were provided with a four week in-service training program. Three hundred seventy women were trained inside Afghanistan.

- . An Afghan counterpart agency, the Education Center for Afghanistan (ECA), was developed and established through which the ESSP program activities were implemented. In addition to participation in the production and delivery activities, capacity building involving ECA included workshops in management, community development, curriculum development, research and planning, special policy studies and EMIS activities.
- . Teacher salary payments were provided for 1,031 refugee schools and 1540 schools inside Afghanistan. Final teacher salary payments were completed in the Fall of 1993. Nine hundred eighty eight ECA schools received final payments.
- . Three regional education centers were established inside Afghanistan; Herat, Khost and Laghman.
- . A home/family literacy book, teaching guide and reading pamphlets were prepared along with eight adult literacy supplementary reading cloth storybooks in the areas of health and nutrition.
- . Ten pilot adult literacy home-based schools for women were established, six in Peshawar and four in Quetta, and three pilot primary home-based schools for girls and boys were established, all in Peshawar.
- . A five phase EMIS system was designed and implemented. Phase I data collection was completed for 28 provinces (only Kabul remained due to security problems). The survey included 2,589 schools and 722,400 students. Participation rates showed 11.1 percent girls in attendance, 20.5 percent in the urban areas and 6.4 percent in rural areas. Seven special studies were completed; Study No. 1 - School Participation Rates, Study No. 2 - Alternative Financing of Teachers' Salaries, Study No. 3 - Community Support for Education, Study No. 4 - Teacher Issues in Implementing the New Materials, Study No. 6 - Effect of Teacher Training on Teacher Performance, Study No. 8 - Audit of Data Accuracy, and a Special Report - Home School Pilot Program.
- . A Manpower Training Program (MTP) was designed and implemented. Included were development of 24 textbooks and implementation of six functioning centers, four in Pakistan and two inside Afghanistan. Two thousand and fifty nine students participated in the program.
- . One hundred and five scholarship students were processed for study in the U.S. Also, included was an English language program which was designed and implemented in Peshawar for preparation of the participants.

### III PROJECT DESCRIPTION/PERFORMANCE

#### A. CURRICULUM QUALITY

##### a. Objective/Activities

1. Curriculum Plan. Undertake process for upgrading curriculum in Language Arts, Mathematics, Science and Social Studies in grade levels 1-3, 4-6 and 7-8.
  - a) Scope and Sequence. Prepare/select appropriate concepts to teach Afghan pupils.
  - b) Teachers' Academic Resource Books. Develop book for each subject area and each grade level, 1-9.
2. Textbooks. Prepare/revise textbooks for grades 1-9, all subjects, and grades 10-12, mathematics and science. (Note: Curriculum development/production of grades 9-12 materials placed on-hold per USAID letter of 24 June 1993. Limited production re-authorized on 6 January 1994 with phase-out plan.)
3. Curriculum Aids. Conduct training for educational development and production of classroom/curricular materials. Prepare instructional aids and supplemental aids and supplemental materials.

##### b. Expected Outputs/Outcomes

1. Curriculum Plan. Scope and Sequence charts common to developed countries completed.

New Scope and Sequence charts completed for each of four subject areas. Input of wide group of educators obtained. Feedback obtained for next major cycle of curriculum revisions.

Teacher's academic resource books available for use in designing curricular materials.

2. Textbooks. Revised textbooks printed and in use. Teachers use materials effectively.
3. Curricular Aids. Sample curricular/instructional aids available.

- . Design plans completed.
- . Prototype of materials completed
- . Pilot testing of materials completed.
- . Production of materials available for distribution.

c. Final Status Remarks

1. Curriculum Plan. Scope/sequence charts were completed for math (gr. 1-6), science (gr. 1-6), social studies (gr. 1-6) and language arts (gr. 1-6) in Dari, Pashto, and English. The planned grades 7-8 scope/sequence charts were terminated with the phase-out. Resource units were completed for grades 1-3. Completion of the planned resource books for grades 4-6 and grades 7-8 were also terminated with the phase-out.
2. Textbooks. One hundred fifty three textbooks were prepared by the ESSP/ECA. Initial review and acceptance of the textbooks was conducted by the Education Council for the Seven Party Alliance (ECSPA), advisory council to the ECA, 1987-1989. The books were distributed to schools in the liberated areas inside Afghanistan. In 1990 the books were accepted by the Afghan Interim Government/Ministry of Education, Peshawar, and in 1991 the books were also accepted by UNHCR. In 1991 textbook distributions were authorized by USAID for the refugee schools and continued through the Summer of 1992. In April 1992, with the fall of the Kabul regime, the books became available to all areas inside Afghanistan, urban and rural. The demand for ECA textbooks continued to exceed supply. The books had a life of two/three years and revisions were continuous. During FY93/94 the ECA reviewed all primary books and made revisions. A joint MOE/ECA committee also reviewed the books when the textbooks were accepted as the official books by the Ministry/Kabul. As a part of the phase-out plan two million textbooks were printed/distributed, including 100,000 at the gr. 9-12 level. Approximately, 15.0 million textbooks were printed and distributed since 1987.
3. Curricular Aids. An Instructional Material Development Center (IMDC) was developed and established in 1987. Production of instructional materials/aids was a strength of the ESSP project. Over 450,000 instructional posters and boards were manufactured since 1987. New items in FY93/94 included the world globes, twelve Pashto storybooks, and four geography maps and blackboards. Over 100 thousand storybooks were produced in FY92/93/94 as the books continued to be well received. The storybooks provided a cost effective reading reinforcement aid needed for the sustainability of new readers. Production of cost effective and durable items was the key to the success of the IMDC.

<b>d. Performance Indicators</b>				
<b>Program Component/Curriculum and Materials</b>	<b>FY87-92 (ESSP1)</b>	<b>FY92-94 (ESSP2)</b>	<b>Cum. 30 June 94</b>	<b>LOP 1995 Target</b>
<b>1. Curriculum plan</b>				
a) # scope & sequence charts prepared (gr. 1-8)	-	24	24	32
b) # resource books (academic) developed (gr. 1-8)	-	4	4	12
<b>2. Textbook Revision</b>				
a) # textbooks developed/revised (gr. 1-6)	54	54 (revd)	54 (revd)	54
b) # textbooks printed/distributed (gr. 1-6)	8.1 mil	4.17 mil	12.27 mil	15.0 mil
c) # textbooks developed/revised (gr. 7-9)	83	1	84	84
d) # textbooks printed/distributed (gr. 7-9)	1.2 mil	1.3 mil	2.5 mil	2.0 mil
e) # textbooks developed/revised (gr. 10-12)	15	0	15	15
f) # textbooks printed/distributed (gr. 10-12)	37,000	73,610	110,610	100,000
<b>3. Instructional Aids Produced</b>				
a) # silkscreened charts & maps (6 designs)	184,890	113,080	300,470	452,000
b) # math/word & sentence/calculator boards	63,053	47,720	110,773	182,000
c) # cloth world globes	-	8,550	8,550	20,000
d) # cloth storybooks (12 designs) -Dari	-	62,700	62,700	250,000
e) # cloth storybooks (12 designs) -Pashto	-	47,580	47,580	250,000
f) # scientific kits (7 items)	-	3,381	3,381	5,000
g) # scientific charts (4 designs)	18,800	21,660	40,460	75,000
h) # anti-narcotic & mine awareness posters (3 designs)	15,500	40,793	56,293	100,000
i) # blackboards	-	19,500	19,500	20,000

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e. Learning from the Experience

Tactics

- . Lack of authorization for expatriates to travel and reside inside Afghanistan limited the transfer of program development processes and ultimate potential for sustainability. Curriculum development was restricted to Pakistan-based offices and needed to be on-going inside Afghanistan to maximize sustainability of the instructional design/curriculum development processes by the education authorities inside Afghanistan.
- . Authorization to work directly with the Ministry of Education (MOE) officials in Kabul in curriculum development and to provide training of MOE staff would have greatly facilitated institutional building and transfer. Because of a lack of a U.S. bilateral agreement with the government of Afghanistan, the UNO/ESSP and ECA were limited in the type of cooperative program activities which could be initiated.
- . The UNO/ESSP textbooks and instructional materials were the nationally accepted education materials for the schools of Afghanistan; a greater effort should have been provided by USAID to provide continued program sustainability. The curtailment of the ESSP contract by one year coupled with a short phase-out period did not allow enough time to enable an effective transfer of programs to another institution/agency to sustain the program. A longer time period would have been helpful.
- . The lack of USAID support for secondary education was one of the serious constraints impeding access to education in Afghanistan, especially in the urban centers. USAID support of the curriculum, grades 1-12, should have been provided. In view of the many years of war, basic education should have been defined as grades 1-12.

Recommendations/Actions for Sustainability

- . Provision of USAID funds through the UN earmarked for Afghan education to help bridge the phase-out gap would have been useful to help sustain Afghan education while other donors were solicited and positioned for on-going funding. Specifically, textbook production, instructional material production and further curriculum development should have been sustained. Education was/is the one hope of the future for the people of Afghanistan.

- . Privatization of the Instructional Material Development Center (IMDC) and providing of assistance in development into a NGO would have been useful in facilitating the sustainability of the IMDC.

#### Lessons Learned

- . The establishment and support of the party-based Education Center for Afghanistan (ECA) as a counterpart agency for the ESSP was a key strategy and very effective for establishing a broad-based review and approval process, resulting in party acceptance of the textbooks and materials produced and later acceptance by the Afghan Interim Government, Ministry of Education and Government of Afghanistan.
- . The UNO/ESSP was an Afghan-based organization with a high percentage of Afghan employees, including senior level Afghans on the expatriate team and in all key management positions. This was a very effective strategy for developing culturally sensitive and acceptable instructional and curriculum materials.
- . The UNO/ESSP had a highly committed and dedicated expatriate team which helped to provide strong staff motivation. This enhanced the dedication and quality of the work performed by the local staff. The Afghan staff appreciated the strong commitment provided by the team and in return provided an equally strong effort in their performance.
- . The use of the silkscreen as a base material in the development of the instructional aids proved to be a cost effective and efficient method of production. Low cost and locally available materials were used in the development and production of all instructional aids. This was an effective strategy. Additionally, the short eight page silkscreened functional storybook was a key to reading sustainability. The storybooks were well received and proved to be a practical and low-cost method for production of life skill reading materials.

Many of the Afghans employed by the UNO/ESSP in the instructional and curriculum development and production processes were trained on the job. Most have now acquired skills which will allow job transfer opportunities.

**B. TEACHING QUALITY**

**a. Objective/Activities**

4. Teachers' Pedagogical Resource Books. Prepare books for improving teachers' ability to produce learning outcomes for children.
5. Teacher Training. Provide training for specialists facilitators, training facilitators and classroom teachers to support curriculum development and teacher certification.
6. Student Performance. Establish a process for evaluating performance of the educational system through measuring educational outputs and purpose-level outcomes.
  - a. Achievement Output. Develop criterion-referenced items for assessing student achievement.
  - b. Additional Outputs. Identify indicators and develop items for measuring student attainment, student attitudes, and student aspirations.
  - c. Purpose-level Outcomes. Identify indicators and develop items for measuring economic, later academic and social outcomes.

**b. Expected Outputs/Outcomes**

4. Teachers' Pedagogical Resource Books. Teachers' guides and lesson plans available for use in training and as teacher resource.

Teachers' pedagogical resource books available for use in training and as teacher resource.

5. Teacher Training. Specialist facilitators (instructional design) and training facilitators (master teacher trainers) trained.

In-service training for classroom teachers on-going.

6. Student Performance.

Criterion-referenced items developed.

Output indicators identified.

Purpose-level outcome indicators identified.  
EMIS instrumentation developed.

c. Final Status Remarks

4. Teaching Materials. Teaching guides are cross-referenced to the existing textbooks and include a one page lesson unit with objectives, basic concepts, and teaching strategies (pre-teaching, teaching, and evaluation) for each lesson. Grades 1-9 were completed. A more detailed format including daily lesson plans corresponding to each lesson unit was in development for grades 1-3. These daily lesson plans are especially useful for the less experienced teachers. Initial piloting of the materials for grade 1 was completed. The materials included 352 daily lesson plans - language (96), social studies (84), math (121) and science (51).
5. Teacher Training. Three thousand six hundred ninety teachers were provided a four week training course. Recent emphasis continued to be placed on the training of women teachers with more than 600 women teachers provided training in FY93/94, 370 inside Afghanistan. Women master teacher trainers from Peshawar traveled to Quetta, Jalalabad and Kabul to conduct training of teachers. The demand in the teacher training area was tremendous as more than 20,000 teachers need training.
6. Student Attainment. Some pilot data was gathered and showed that for the girls the greatest risk of dropping out was in the first three grades (68.3% attrition), and for boys it was during grades 7-9 (73.1% attrition). Beyond early primary, the persistence rate of girls was higher (12.3%) than boys (5.7%) for completing 12 grades. Complete data on student attrition/attainment/achievement was to be gathered during Phase II/III of the EMIS activity and in conjunction with Special Study No. 10 on efficiency. These studies were terminated with the early phase-out.

**d. Performance Indicators**

Program Component/Teaching	FY87-92 (ESSPI)	FY92-94 (ESSP2)	Cum. 30 June 94	LOP 1995 Target
<b>4. Teaching Materials Produced</b>				
a) # teacher's guides developed (gr. 1-6)	18	0	18	24
b) # teacher's guides developed (gr. 7-9)	12	0	12	12
c) # lesson plans developed (gr. 1-3)	-	352	352	800
d) # resource books (pedagogical) dev. (gr. 1-8)	-	3	3	4
e) # resource books (assessment) dev.(gr. 1-8)	-	0	0	3
<b>5. Teacher Training</b>				
a) # instructional design specialists (men) (6 mos)	11	16	16	22
b) # master teacher trainers (men/women) (16 weeks)	42/10	40/31	82/41	120/120
c) # teacher trainers (men/women) (10 weeks)	66/0	59/0	71/9	120/120
d) # classroom teachers (men/women) (4 weeks)	1314/0	1758/618	3072/618	3,600/1,20
<b>6. Student Attainment</b>				
a) % student attrition (boys/girls, gr. 1-3)	-	55.3/68.3	55.3/68.3	25.0/25.0
b) % student attrition (boys/girls, gr. 4-6)	-	61.7/57.0	61.7/57.0	25.0/25.0
c) % student attrition (boys/girls, gr. 7-9)	-	73.1/55.2	73.1/55.2	25.0/25.0
d) % student persistence (boys/girls, gr. 4-12)	-	5.7/12.3	5.7/12.3	25.0/25.0

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## e. Learning from the Experience

### Tactics

- . A teacher training program (men and women) was effectively implemented. The early curtailment of the ESSP severely hampered future teacher training in Afghanistan as the training need was tremendous with more than 20,000 teachers needing training. An effective transfer of the program to UNESCO or some other donor agency should have been facilitated by USAID prior to cutting off the funds.
- . Complete data on student attainment/achievement was to be gathered during Phase II/III of the EMIS and in conjunction with the special studies but was terminated with early phase-out of the program thus limiting the information available. As these data are important, a further effort should have been made to gather these data through other agency support, such as UNESCO.

### Recommendations/Actions for Sustainability

- . The regional education centers need to be continued for delivery of the teacher training programs. A decentralized program, functioning through regional centers, with locally trained master teacher trainers is an effective strategy for sustainability.
- . Development of a lab school at each regional education center for demonstration and observation of teachers would be an effective strategy for sustainability.
- . A process for additional follow-up and on-going supervision of the classroom teachers was needed to effectively continue the implementation of the teaching methods taught in the seminars.
- . Daily lesson plans were in development for grades 1-3. These programmed teaching/daily plans were useful for the less experienced teachers and needed to be completed. Grade 1 is complete but grades 2-3 should be completed to improve teaching sustainability.

### Lessons Learned

- . A four/five week format for conduct of mobile teacher training seminars by a five member team is an effective strategy for delivery of in-service teacher training programs inside Afghanistan. The training seminars were well-received with demand exceeding supply. Classroom teachers have a limited background in content knowledge and pedagogy and were anxious to participate and learn.

- . Delivery of a teacher training program through development of a cadre of local master teacher trainers supported from a regional education center as a base is an effective method for institutionalizing a training program.
- . Women teacher trainers can travel safely inside Afghanistan and deliver a four/five week training program, especially, in the urban centers.
- . Male master teacher trainers can train Afghan women teachers if the program is conducted in a culturally sensitive manner.
- . The classroom teachers were effectively using the teaching materials and teaching methods taught in the training seminars, but additional follow-up needs to be provided to maximize implementation.

C. MANAGEMENT QUALITY

a. Objective/Activities

7. ACA Institution Building. Prepare ACA for role of administering nationwide education program for Afghanistan.
8. Management Training. Develop institutional capacity in ACA for responsible financial and technical management.
  - a. Financial Management. Establish sound financial procedures and provide necessary training.
  - b. Other Management Training. Conduct on-going training workshops in information systems, strategic planning, and basic efficiency concepts.
9. School Management. Prepare handbooks to focus management and supervision inputs and activities on learning outcomes.
  - a. Supervision Handbooks. Identify and describe tasks to be performed by supervisors in leadership and management roles.
  - b. Teaching Performance. Develop a process for evaluation of teacher performance that will provide feedback for improvement of teaching quality.

b. Expected Outputs/Outcomes

7. ACA Institution Building.
8. Management Training. New procedures and practices in operation.  
  
Management training on-going.
9. School Management. Head teachers' school management handbooks distributed and in use.  
  
Regional supervision handbooks distributed and in use.  
  
Evaluation instrument available.  
  
Teacher evaluation underway, providing feedback for improvement of teaching.

c. Final Status Remarks

7. Institutional Capacity. The ECA was initiated in the Fall of 1986, with the support of ESSP and the parties, to serve as a counterpart and implementing agency through which ESSP delivered its educational programs. Initially ECA was advised by representatives of the Alliance, later reported as a subunit through the MOE/Afghan Interim Government and Afghan Education Authority, and more recently was involved in dialogue and cooperative planning with the Ministry of Education/Kabul. The ECA was involved in monitoring, delivery of the literacy program, textbook development and distribution, salary distribution, EMIS and research/planning. One thousand six hundred and six schools and 446,392 students were served by the ECA textbooks inside Afghanistan. Three regional education centers were established; Herat, Khost and Laghman. Six additional sites were planned for FY94 and FY95 but terminated with the phase-out.
8. Organizational Development. Organizational development of the ECA was on-going as members of ECA participated in ESSP management workshops (11 staff), community development workshops (6 staff), curriculum development workshops (6 staff), research methods (24 staff), special research studies (11 staff), and EMIS training activities (35 staff).
9. Management/Supervision. Two management/supervision handbooks were developed. The training was intended to provide instructional supervisors with the essential supervision techniques and knowledge for assisting the classroom teacher in preparation and planning, classroom management, learning equity, and effective teaching and conferencing. Thirty five classroom indicators were identified and 26 trainers prepared in the observation techniques, including 18 women trainers. Management/supervision training was scheduled for headmasters/supervising staff in areas served by the regional education centers. Plans were terminated with the early phase-out.

**d. Performance Indicators**

Program Component/Management	FY87-92 (ESSP1)	FY92-94 (ESSP2)	Cum. 30 June 94	LOP 1995 Target
<b>7. Institutional Capacity of the ECA</b>				
a) # employees	82	0	82	82
b) # ECA schools receiving salaries	993	988	1540	1000
c) # ECA schools supplied/resupplied textbooks	1635	1133	-	-
d) # total schools supplied/resupplied textbooks	-	1559	1606	3000
e) # regional education centers established	-	3	3	9
<b>8. Organizational Development (ECA)</b>				
a) # participating in mgmt training workshops	20	29	49	50
b) # participating in community dev. workshops	-	6	6	50
c) # participating in curriculum dev. workshops	7	59	66	50
d) # participating research workshops/special studies	0	41	41	50
e) # participating in EMIS dev./implementation	0	43	43	50
<b>9. Management/Supervision (Schools)</b>				
a) # management/supv. handbooks prepared	-	2	2	2
b) # instructional supv. trainers (men/women)	-	8/18	8/18	20/20
c) # school headmasters/supv. trained (men/women)	-	0/0	0/0	200/200
d) # district directors trained (men)	200	-	200	200

## e. Learning from the Experience

### Tactics

- . Rather than providing teacher salaries for active schools throughout Afghanistan and trying to monitor/qualify the schools through a system where security and access was high risk and a continuing challenge, a better strategy would have been to establish model schools in selected regions and/or provinces. The textbooks and materials could have been provided to the larger set of schools but teacher training, supervision and salaries limited to the model schools.
- . Similarly, funds for teacher salaries for the refugee schools could better have been utilized for curriculum development, teacher training and textbook production for secondary education, grades 9-12. The refugee school salary payments were managed by setting up bank accounts for more than 7,000 teachers, which was more easily monitored, but still was a management nightmare. The provision of funds for development and delivery of goods and services was more manageable and provided a more tangible outcome for monitoring project effectiveness, especially in a limited funding environment and with the high risk as present in the Afghanistan situation.
- . The UNO/ESSP technical team was understaffed for the task it was attempting to manage. A larger team would have been better, although the resultant was the involvement of more Afghans in senior level management positions which proved to be quite effective, especially in the long term. Once procedures and processes were defined and training completed, Afghan managed program implementation was very effective.

### Recommendations/Actions for Sustainability

- . The conduct of financial and management training of the ECA in development of an institutional capacity was a good strategy. The key challenge was how to transfer some of this institutional capacity to the Ministry of Education and/or the regional centers in view of the phase-out of USAID funding. The ECA members are important liaisons to the MOE, commanders and parties and every effort should be made to continue to involve selected members in on-going activities resulting from any future funding.
- . Three regional education centers were established and functional in Herat, Khost and Jalalabad. Every effort needs to be made to sustain these centers. The warehousing of textbooks and instructional materials at the centers, as

a part of the phase-out plan, was an excellent strategy.

- . Thirty five indicators for instructional supervision were identified and selected teacher trainers prepared in observation of the indicators and in follow-up conferencing techniques. Additional management/ supervision training was scheduled but terminated with the phase-out. Every effort needs to be made to follow-up with other donors to continue to pilot test and implement the supervision techniques in selected schools to develop an effective teacher supervision process for the Afghan schools.

#### Lessons Learned

- . The ECA was an effective counterpart agency for the implementation of the ESSP project activities. The ECA served as a liaison unit with the Education Council of the Seven Party Alliance (ECSPA), Afghan Interim Government (AIG), Afghan Education Authority (AEA) and the Ministry of Education (MOE). Program implementation through a pseudo-government counterpart agency, even in a cross-border program, is an effective delivery mechanism.
- . For the most part, education was able to avoid party politics and proved to be the one area in which representatives with different party affiliations were able to work together for a common cause. The value of educating youth is a commonality from which other unified program efforts can be developed and implemented. Adult literacy, drug education, mine awareness and better access to education for girls are other possible areas for development.
- . Teacher salaries are a difficult program incentive to monitor and manage. Other incentives such as classroom supplies, instructional aids, textbooks, training and supervision are more effective strategies for program development and sustainability.
- . Institutional capacity building is important for quality management. Training needs to be on-going, especially in the planning, policy and financial areas. Developing decision-makers who are technically competent, policy/procedure oriented, and financially responsible is an on-going activity.
- . Decentralization of the education system through the development of regional education centers was an effective strategy for program implementation. Decentralized education decision-making can increase educational effectiveness by allowing a better response to meeting local educational needs at the district and school level.

D. ACCESS AND EQUITY

a. Objective/Activities

10. Equity Component. Design, implement and monitor equity interventions.
11. EMIS. Develop expanded EMIS to meet needs of national education system.
  - a) Policy Studies. Conduct policy studies on specific issues identified.
  - b) Demographic Studies. Conduct studies in support of blueprint for infrastructure of education support.
12. Adult Literacy. Develop, produce and test instructional materials for adult functional literacy training to be conducted by other groups.

b. Expected Outputs/Outcomes

10. Equity Component.
  - . Indicators identified.
  - . Counterparts identified.
  - . Pilot projects designed.
  - . Three or more pilot projects implemented.
11. EMIS.
  - . Information needs determined.
  - . Expanded EMIS in use.
  - . At least two studies per year completed.
  - . Reports available.
12. Adult Literacy.
  - . New functional literacy materials available for pilot testing.
  - . Revised and new instructional materials (textbooks, supplementary readings, teachers guides and tests) available.
  - . Effectiveness of several course sequences evaluated.

c. Final Status Remarks

10. Equity Component. An adult literacy home-based school program was designed and ten pilot adult literacy home-based schools were implemented, six in Peshawar and four in Quetta. Also, three primary home-based schools were implemented, all in Peshawar. Two descriptive studies of the home-based schools were completed. Plans for implementation inside Afghanistan were terminated with the phase-out. Implementation of gender interventions including an ethnographic research study, development of curriculum gender-sensitizing units, and a social mobilization campaign were, initially, delayed due to budget constraints and then terminated with the phase-out. The social mobilization plan was designed but not implemented.
  
11. EMIS. A five phase EMIS system was developed and implemented. The first phase of the system was completed for 28 provinces, only Kabul remained because of security problems. Thirteen special studies were included as a part of the system, data for six of the studies was collected and compiled. The participation rates shown were based on the 28 provinces for which data were collected. Participation rate profiles were also prepared for each province and are presented under separate cover in a UNO/ESSP Special Research/EMIS Report. The participation rates provide teacher and student indicators for access and equity (urban/ rural, gender and geographic). The targets set were optimistic but represented goals which the ESSP felt should be attained. The percent of primary girl students served increased five-fold from 2.13% in FY91/92 to 11.1% in FY94. Students served by the ECA textbooks and instructional materials increased almost three-fold from 168,000 in FY91/92 to 446,392 in FY94.
  
12. Adult Literacy. From FY87 to FY92 some 43,694 Mujahideen were provided literacy courses in the Winter camps along the border using the Alphabet of Jihad Literacy books (three Dari and three Pashto) prepared by the ESSP. During late FY92 and FY93/94 a Home/Family Learning to Read and Write literacy textbook (Dari and Pashto), teaching guide and reading pamphlets were completed plus a general literacy book for adults and one for farmers (Dari only). Recently, eight functional cloth storybooks were prepared in the areas of health and nutrition. Twenty one women trainers, including five from other agencies, were trained. Ten pilot adult literacy home-based schools for older girls/women were established in Peshawar and Quetta.

**d. Performance Indicators**

Program Component/Access and Equity	FY87-92 (ESSPI)	FY92-94 (ESSP2)	Cum. 30 June 94	LOP 1995 Target
<b>10. Interventions (Gender)</b>				
a) # research/policy studies - equity	-	4	4	5
b) # home-based schools - adult literacy	-	10	10	90
c) # home-based schools - primary	-	3	3	90
d) # curriculum gender sensitizing units	-	0	0	n.a.
e) # social mobilization campaign units	-	0	0	n.a.
<b>11. Participation Rates</b>				
a) % ages 5-14 attending schools (boys/girls)	-	26.85/3.7		
b) Ratio of boys/girls age 5-14 attending schools	-	8.02:1	8.02:1	5:1
c) % primary teachers - urban (men/women)	n.a.	67.4/32.6		
d) Ratio of men/women primary teachers - urban	n.a.	2.06:1	2.06:1	2:1
e) % primary teachers - rural (men/women)	n.a.	95.6/4.4		
f) Ratio of men/women primary teachers - rural	n.a.	22.03:1	22.03:1	20:1
g) % attend. primary schools - urban (boys/girls)	n.a.	79.5/20.5		
h) Ratio of boys/girls attend. primary sch. - urban	n.a.	3.9:1	3.9:1	2:1
i) % attend. primary schools - rural (boys/girls)	n.a.	93.5/6.4		
j) Ratio of boys/girls attend. primary sch. - rural	n.a.	14.5:1	14.5:1	10:1
k) % primary schools with girls only	1.16	11.09		
l) % primary schools with coeducation	2.39	15.45		
m) % primary students that are girls	2.13	11.1	11.1	20.0
n) # primary students served/Afghanistan	168,000	446,392	446,392	1 mil.
<b>12. Adult Literacy</b>				
a) # literacy books/teaching guides	6	8	14	18
b) # literacy books printed/distributed	135,000	15,690	150,690	150,000
c) # silkscreened charts & maps (6 designs)	32,000	6,000	38,000	48,000
d) # math/word and sentence calculator boards	12,000	2,200	14,200	18,000
e) # cloth storybooks printed	-	12,200	12,000	50,000
f) # literacy teachers (men/women)	1,150/0	0/21	1,150/21	1,000/500
g) # participants provided courses (Mujahideen)	43,694	-	43,694	30,000
h) # participants provided courses (Home Schools)	-	86	86	3,000

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## e. Learning from the Experience

### Tactics

- . Some of the equity interventions were delayed in implementation, initially, due to budget uncertainty and, later, due to some delays in re-scheduling the consultants because of other commitments and continued program uncertainties. In summary, the home school intervention was implemented and a plan for social mobilization developed but not implemented. The ethnographic and tracer research studies and curriculum gender-sensitizing development interventions were not initiated. In retrospect, in view of program and budget uncertainties, it would have been better to have proceeded with the initial consultancies as scheduled. The training and design work would have provided a beginning basis for other donors who may have wished to pick up the work even though not completed.

### Recommendations/Actions for Sustainability

- . The adult literacy home school materials were developed and the pilot program implemented and documented. The materials are available in report form for other donor usage. A pilot adult literacy program should now be initiated inside Afghanistan. The adult literacy work needs to be continued and implemented by another donor. The cost of the program is nominal as the development work has been completed.
- . An EMIS framework was designed and implemented and the Phase I data, Phase II pilot and six special studies were completed. The EMIS framework is documented and information gathered is available in report form and via diskette for other donor usage. The information, even in its present form, represents a better data base on schools inside Afghanistan than has existed at any point previously. It would be excellent if the EMIS work could be continued and sustained by another donor.

### Lessons Learned

- . The home school concept is culturally acceptable to the Afghans. The materials developed by the ESSP are appropriate and relevant. Girls are attending the primary home schools and women attending the adult literacy home schools, who otherwise would not have access to education.

- . Most Afghans are in support of education for girls (62%) and would send their girls to school if there were better access (proximity) to schools, more female teachers and if facilities were culturally appropriate; consequently, the reason for the acceptability of home schools.
- . Based on data from the pilot adult literacy home schools, women can be brought to a fourth grade reading level with nine months of classes meeting two hours a day.
- . The persistence rate of the girls was higher than the boys for completing 12 grades once the girls reach grade 4. The data indicated the greatest risk of dropping out for the girls was in the first three grades (68.33% attrition).
- . A higher percentage of girls are attending school in the urban areas (20.5%) than the rural areas (6.4%). The percentages in the urban areas need to, at least, be maintained while the percentages in the rural areas improved. Persistence rates need to be improved for both urban and rural areas.
- . A higher percentage of women teachers are teaching in the urban areas (32.6%) than the rural areas (4.3%). The percentage of women teachers in the urban areas needs to be maintained while the percentages in the rural areas improved.
- . With accurate and timely information, EMIS can be an aid in more effective use of materials and human resources for Afghan education. Involvement of the decision-makers (ECA directors) as team leaders in the design of the special research studies and participation of the members of the ECA on the data collection teams improved the reliance of the ECA on the research and planning data for policy decisions, especially related to distribution of textbooks and provision of teacher training.

E. MUTUAL RESPONSIBILITY

a. Objective/Activities

13. Mutual Responsibility - Local. Mobilize community support and interest for developing and sustaining educational programs.
14. Mutual Responsibility - Schools. Shared involvement in school decision-making and instructional program (e.g., assuring qualified teachers, participation on school committees and parent-teacher contact).
15. Mutual Responsibility - Central/Regional. Shared responsibility by central/regional authorities (e.g., financial, textbooks/teaching aids and monitoring).

b. Expected Outputs/Outcomes

13. Mutual Responsibility - Local.
  - . Workshops completed and community indicators identified.
  - . Community education development sites selected.
  - . One to three pilot basic education centers established.
  - . Several basic education centers operating, effective in promoting community support of schools and equity.
14. Mutual Responsibility - Schools.
  - . Indicators identified.
15. Mutual Responsibility - Central/Regional.
  - . Indicators identified.

c. Final Status Remarks

13. Mutual Responsibility - Local. Data on community interest and support for education were collected from a special study. The percentages represented information gathered from samples from the three regional education areas; Herat, Khost and Nangarhar. A community action plan for increasing local support of education was to be prepared based on the information but terminated with the phase-out. Percent interest in program assistance and physical resource donations was very good at 83.1% and 78.3%, respectively.
14. Mutual Responsibility - Schools. Local communities need to take more responsibility in assuring the selection and training of better qualified teachers. The ESSP provided a four/five week in-service training seminar for teachers focusing on basic teaching pedagogy and use of the textbooks and teaching guides. Detailed daily lesson plans were in preparation for grade 1-3 teachers, 11.9% of whom have a grade 9 or less education and 46.8% with a grade 10-12 education. Data on school indicators (d-f) were planned to be collected through the special studies but terminated with the phase-out.
15. Mutual Responsibility - Central/Regional. The central government infrastructure is still basically non-functional. Prior to April, 1992, the MOE/Kabul functioned mainly in the provincial centers while the schools in the liberated areas were supported by the ECA and other donors. ECA schools were provided a nominal salary and textbooks/materials. As of June 1993 ECA no longer provided teacher salaries. Shuras were currently picking up some salaries, as local schools were being merged back with the pre-war government schools. The MOE provides some salaries in the urban centers. ECA textbooks were being distributed to all schools but were insufficient as the demand, especially in the urban centers, exceeded the supply. The ESSP was, for the most part, limited to grades 1-8 textbook distributions.

**d. Performance Indicators**

Program Component/Responsibility	FY87-92 (ESSP1)	FY92-94 (ESSP2)	Cum. 30 June 94	LOP 1995 Target
<b>13. Local Community (% interest):</b>				
a) % financial assistance (school expenditures)	n.a.	13.6	13.6	50.0
b) % physical resources (land, bldgs, furn./labor)	n.a.	78.3	78.3	100.0
c) % program assistance (management/classroom activities)	n.a.	83.1	83.1	100.0
<b>14. School Authorities (Teachers, Headmasters)</b>				
a) % completing grade 9 or less	n.a.	11.92	11.92	0.0
b) % completing grade 10 - 12	n.a.	46.80	46.80	50.0
c) % completing grade 13 or more	n.a.	41.28	41.28	50.0
d) % teacher attendance	n.a.	n.a.	n.a.	n.a.
e) % schools with education council/committee	n.a.	n.a.	n.a.	n.a.
f) # parent-teacher contacts/per school	n.a.	n.a.	n.a.	n.a.
<b>15. Central/Regional (MOE, ECA, Donors)</b>				
a) % school expenditures provided (financial)	n.a.	n.a.	n.a.	75.0
b) # textbooks provided per student (primary)	n.a.	1.92	1.92	4.0
c) # school visits/year (monitoring)	2/yr.	2/yr.	2/yr.	2/yr.

## e. Learning from the Experience

### Tactics

- . The schools are a mutual responsibility of the local community, school authorities and central/regional government. Physical and program support seemed to be acceptable areas for a shared responsibility. The area of concern still was financial assistance. Only 13.6% of the communities indicate a willingness in this area. When USAID provided salary support for the schools, this only increased the problem of relying on an outside source for financial assistance for schools. Strategies for greater local financial support of the schools needed to be facilitated such as private school options, fees, percentage of Zakat in its various forms and/or private contributions.

### Recommendations/Actions for Sustainability

- . There is a need for development of more community action/interventions for increasing local support of education. The ESSP developed a social mobilization campaign for increasing educational awareness, in general, and awareness for girls' education, specifically. More community based plans need to be developed and implemented on a pilot basis. The community is the key to sustainability, especially in view of a non-functioning central government.

### Lessons Learned

- . Sustainability was improved where a local contribution was involved; such as provision of a building/site and security for establishment of a regional education center, provision of a room for establishment of a home school, and provision of housing for the women master teacher trainers for the conduct of local/regional teacher training programs. In each case local motivation, commitment and involvement were improved.
- . The government infrastructure and support services for education are still uncertain; thus, local communities must take a stronger leadership role in support of education if local school support, teacher quality, and teacher and student motivation and attendance are to improve. Community interest and support for education is good (about 80%) although the ratio is still 1.5:1 in favor of government assistance rather than community assistance as the solution to deal with school problems.

- . The communities have indicated that in the future they would be willing to help provide more program assistance for the schools by providing voluntary teaching (30.8%), involvement in curriculum implementation (17.2%), assistance in school decision-making (21.3%) and school advisory assistance (13.8%). This is a change from previous support which focused more on in-kind labor contributions. The new strategies need to be incorporated in future action plans.

**F. TRANSFERRED/COMPLETED PROGRAMS**

**a. Objective/Activities**

16. Participant Training. Continue support of present scholars and assist with job placement upon their return to Pakistan/Afghanistan (pending transfer to HRD Project on 30 September 1992.)
17. Vocational Training. Continue implementation of MTP, including establishment of a new training center inside Afghanistan (pending transfer of MTP to HRD project on 30 September 1992).
18. Refugee School Salaries. Complete refugee school salaries and textbook supplies.
19. USAID/UN Shared Program Funding. Complete production of USAID/UN shared funding of mine awareness and anti-narcotics materials production.

**b. Expected Outputs/Outcomes**

16. Participant Training. Participant training component transferred to HRD. Students placed in appropriate jobs.
17. Vocational Training.
  - . Program transferred to HRD contractor.
  - . MTP personnel transferred to HRD contractor.
  - . MTP equipment transferred to HRD contractor.
  - . Leases for MTP facilities transferred to HRD contractor.
18. Refugee School Salaries.
  - . Refugee school salaries completed.
19. USAID/UN Shared Program Funding.
  - . Shared USAID/UN funded programs completed.

c. Final Status Remarks

16. Participant Training. Selection of students for participation in the Afghanistan Scholarship Program (ASP) and Weber Scholarship Program was completed in Summer 1991. One hundred five students were selected for study in the U.S. Thirty nine students were in active studies in the U.S. and 10 students were out of status when the program was transferred to HRD/AED on September 30, 1992.
17. Vocational Training. A Manpower Training Program was designed and implemented in 1989. During the ESSP1 period, 1989-92, 942 students passed the final exam out of an enrollment of 1,367 for a pass rate of 68.9%. The program was transferred to HRD/AED on September 30, 1992 with 6 functioning centers and 507 students in attendance. The 507 students transferred were out of an enrollment of 692 for that training cycle.
18. Refugee School Salaries. Salary and textbook supplies for refugee schools ended in April, 1992, with the transfer of the Afghan Interim Government to Kabul. One thousand and thirty one refugee schools were salaried and 2,118 supplied with textbooks and teaching materials.
19. USAID/UN Shared Program Funding. Production of mine awareness and anti-narcotics awareness material was a shared USAID/UN supported activity which was completed in FY92 with the reduction of UN funding.

**d. Performance Indicators**

Program Components/Transferred and/or Completed	FY87-92 (ESSP1)	FY92-94 (ESSP2)	Cum. 30 June 94	LOP 1995 Target
<b>16. Access to Higher Education (transferred)</b>				
a) # of scholars completing Eng. lang. trng./selected	174/63	-	174/63	174/63
b) # of scholars in training - U.S.	105	-	105	123
c) # of scholars returned from trng. - ESSP	56	-	57	66
d) # of scholars transferred to AED	39			39
<b>17. Access to Basic Skill Training (transferred)</b>				
a) # of training centers (Manpower Training)	6	-	6	3
b) # enrolled in training (trade/office skills)	2,059	-	1,367/692	1,620
c) # graduated (passed)	942	-	942	1,296
<b>18. Access to Basic Education (completed)</b>				
a) # of refugee schools supplied (Pakistan)	2,181	-	2,181	2,000
b) # of refugee schools salaried (Pakistan)	1,031	-	1,031	1,000
<b>19. Environmental/Social Awareness (completed)</b>				
a) # mine awareness materials designed/distributed	2.49 mil	-	2.49 mil	1.8 mil
b) # anti-nare. awareness materials designed/dist.	28,600	-	28,600	50,000

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e. Learning from the Experience

Tactics

- . The Manpower Training Program (MTP) was a highly effective and successful program under the ESSP with a cost per participant month of \$226. It was Afghan developed, implemented and managed. The transfer of the program to another contractor was a mistake resulting in an increased cost per participant month and decreased program quality and effectiveness. The program should have been left with the ESSP.
- . The Afghan Scholarship Program (ASP) was a highly effective and successful program under the ESSP with a 86.4% return rate. Following the transfer of the program to another contractor the return rate dropped and institutional commitment was lost. The transfer of the program was a mistake resulting in a lower participant return rate which reduced the availability of trained Afghans for the rehabilitation and reconstruction of Afghanistan. The program should have been left with the ESSP.
- . The disqualification by the U.S. government/USAID of the five participants of the Hezb-e-Islami party from study in the U.S. was a mistake. The participants would have become culturally sensitive to the West and more supportive of the U.S. system. In retrospect, the disqualification has resulted in development of an anti-Western leadership within one of the leading parties of Afghanistan. An excellent opportunity to provide a democratic and Western orientation to several potential future leaders of Afghanistan was missed.

Recommendations/Actions for Sustainability

- . Not applicable for ASP and MTP. The programs were transferred on 1 October 1992 and no longer the responsibility of the ESSP.

Lessons Learned

- . Investment in participant training is a cost-effective approach to institution building, even in a cross-border refugee situation. The returning Afghan scholarship participants are all actively participating in key positions in the government, parties, foreign agencies, United Nations organizations and private enterprise in support of the rehabilitation and reconstruction of Afghanistan.

- . Investment in manpower training, including construction trades, automotive and office skills is a cost-effective approach to infrastructure capacity building as the graduates of the program obtained positions with foreign donor and government agencies involved in the rehabilitation and reconstruction of Afghanistan and/or went into private enterprise by setting up their own shops or forming PVO's.
- . Silk screened materials are a cost-effective method for production of mine-awareness and anti-narcotic awareness posters/materials.
- . The transfer of funds through the banks was an effective method for payment of teacher salaries, although teacher salary payments are an ineffective method for providing program incentives as program sustainability is minimal.

## G. MONITORING/REPORTING

### a. Objective/Activities

20. Monitoring. Evaluate/improve/expand functions of the ESSP monitoring system, ensuring effective use of funds in all ESSP activities, including new activities of the revised ESSP.
21. Reporting and Support Services. Submit annual workplans, monitoring/reporting plans and various other reports to O/AID/Rep.

### b. Expected Outputs/Outcomes

20. Monitoring.
  - . Forms and procedures revised.
  - . Reports submitted.
  - . Indicators and mechanisms agreed upon and in use.
21. Reporting and Support Services.
  - . Plans and reports submitted as required.

### c. Final Status Remarks

20. Monitoring. Monitoring was an integral component of the ESSP since its inception in 1986. The monitoring system was developed as a three-tier process; level 1 - UNO monitoring, level 2 - ECA monitoring, and level 3 - follow-up monitoring by a joint UNO/ECA team coupled with other agency and/or independent observations by individuals traveling inside Afghanistan. It was the task of a joint committee from ECA and UNO to compare monitoring reports from both groups and make a consensus judgment as to the status of a school. The monitoring forms and procedures were revised several times and specific indicators for qualifying and/or disqualifying a school for support were identified. More recently, a joint UNO/USAID monitoring plan was developed and implemented. The ESSP monitoring office monitored textbook and salary distributions inside Afghanistan and for refugee schools in Pakistan, participated with the research and planning office in collecting regional and national survey data, and assisted with the teacher training surveys and program follow-ups.

21. Reporting and Supervision. Implementation/work plans, monitoring plans, purpose level indicator reports, quarterly reports, weekly activity reports, accrual reports, quarterly financial reports, annual reports, personnel reports, consultant reports and briefings were provided as required. The UNO/ESSP made every effort to always submit reports in a timely manner and to demonstrate financial responsibility in the conduct and management of the program.

d. Performance Indicators. All monitoring reports and official ESSP project reports are on file.

e. Learning from the Experience

#### Tactics

- . The UNO/ESSP developed and implemented a comprehensive multi-level monitoring/reporting system for monitoring the schools of Afghanistan. Simultaneously, USAID developed a parallel system of monitoring. Because of the uncertainties and difficulties in logistics, access and security during the monitoring process, a more effective system would have been to have joint participation of USAID in more of the process activities which included departure preparation, transport, delivery and final debriefings. This would have resulted in a more cooperative and effective monitoring process, better understandings, and a more consistent interpretation of criteria implemented. Instead some differences in definitions, interpretations of monitoring indicators, data to be collected, and procedures to be used resulted. Independent monitorings by USAID would have been possible in addition to the joint activities.

#### Recommendations/Actions for Sustainability

- . Complete documentation, print and audio visual, of project activities and the monitoring processes are essential to allow for program transfer, other agency implementation and sustainability. Program descriptions, cost analyses, and output follow-up studies are essential to help sustain and extend project implementation.

## Lessons Learned

- . Monitoring and documentation are key components of any developmental activities. Every effort always needs to be made to provide effective and responsible program and financial monitoring and program descriptions of the interventions. Special studies, followup studies of data accuracy, descriptions of process, procedures, and product and/or services delivered are essential for all program activities. A sharing of the experiences and lessons learned is important to further the understanding and development of activities implemented.

## IV FINANCIAL SUMMARY

UNIVERSITY OF NEBRASKA AT OMAHA  
EDUCATION SECTOR SUPPORT PROJECT  
CONTRACT NO. 306-0202-C-00-2034-00  
ESTIMATED ACCRUED EXPENDITURES THROUGH END OF PROJECT

S/N	Line Items	Amendment 8 Budget	Est. Accrual End of Project	Est (Over) Under Budget
I.	TECHNICAL ASSISTANCE:			
	1. Salary & Wages	\$ 1,153,513.74	1,010,268.32	143,245.42
	2. Fringe Benefits	234,931.32	210,100.59	24,830.73
	3. Consultants	32,033.25	28,043.25	3,990.00
	4. Local Staff	733,804.49	753,163.69	(19,359.20)
	5. Travel/Per Diem	189,519.08	200,883.40	(11,364.32)
	6. Subcontracting	452,997.52	453,899.46	(901.94)
	7. Overhead	786,883.03	675,467.36	111,415.67
	8. Other Direct Costs	500,810.58	444,557.14	56,253.44
	<b>Total Technical Assistance</b>	<b>4,084,493.01</b>	<b>3,776,383.21</b>	<b>308,109.80</b>
II.	Logistical Support:	618,738.00	526,933.31	91,804.69
III.	PROGRAM COSTS:			
	ECA Support - Peshawar	552,629.71	551,809.77	819.94
	ECA Support - Quetta	139,752.21	139,669.32	82.89
	PRIMARY SCHOOLS			
	a. School Salaries	751,761.10	751,044.95	716.15
	b. Classroom Supplies	20,573.55	19,769.00	804.55
	c. Textbooks	2,617,574.23	1,847,101.43	770,472.80
	d. Transportation	143,001.43	142,939.54	61.89
	<b>Total Primary Schools</b>	<b>3,532,910.31</b>	<b>2,760,854.92</b>	<b>772,055.39</b>
	Monitoring/EMIS	675,677.11	652,985.74	22,691.37
	Teacher Training	1,106,936.55	1,019,647.32	87,289.23
	Literacy	87,435.27	86,878.66	556.61
	Scholarship Program	316,289.59	316,289.59	0.00
	Secondary Schools	127,706.81	115,313.45	12,393.36
	Audio - Visual (IMDC)	1,002,251.27	805,734.36	196,516.91
	Refugees Education	293,939.74	293,840.10	99.64
	<b>TOTAL PROGRAM COSTS</b>	<b>7,835,528.57</b>	<b>6,743,023.23</b>	<b>1,092,505.34</b>
	<b>GRAND TOTAL</b>	<b>\$ 12,538,759.58</b>	<b>11,046,339.75</b>	<b>1,492,419.83</b>

File Name: D:\123\essp\FIN\_P6.WK3

APPENDIX A

PERSON-MONTH ALLOCATION SUMMARY

## Person-Month Allocations

1 May 1992 to 30 June 1994

Position/Title	Person-months	
	Projected*	Used to-date
LT1 Chief of Party Gerald R. Boardman (UNO)	36.0	26.0
LT2 Deputy Chief of Party Prof. Abdul S. Azimi (UNO)	36.0	26.0
LT3 Inst. Dev./EMIS Coordinator David J. Weiler (UNO)	24.0	26.0
LT4 Female Educ./Adult Curr. Specialist Yvonne L Tixier Y Vigil (UNO) Ivalyn J VanEvery (UNO) Doris A. Henry (UNO)	13.0	10.2
LT5 Teacher Trng./Curr. Design Coordinator Donald G. W. Schutte (UNO)	33.0	12.5
LT6 Finance Admin./Officer Ramona A. Klaasmeyer (UNO)	36.0	26.0
ST1 Educational Policy/Program Planning Specialist Richard E. Gibson (UNO) Anthony R. Lanza (EDC)	5.9	3.4
ST2 Demography/Social Scientist Grant M. Farr (EDC)	4.0	2.0
ST3 Ed. Finance/Economics Specialist James S. Rose (EDC)	3.3	1.0
ST4 EMIS Specialist David W. Chapman (EDC)	4.0	1.9
ST5 Gender Specialist Doe J. Mayer (CAII) Kay V. Huth (CAII)	12.0	3.2

## Person-Month Allocations

1 May 1992 to 30 June 1994

Position/Title	Person-months	
	Projected*	Used to-date
ST6 Equity Specialist May Rihani (CAII) Nagat El-Sanabary (CAII) Zuheir A. Al-Faqih (CAII)	9.0	2.1
ST7 Teacher Training Specialist Eugene H. Freund (UNO)	3.0	1.0
ST8 Social Studies/Language Arts Curriculum Specialist Esmael M. Burhan (UNO) Donna M. Ogle (EDC) Howard H. Faber (UNO)	9.5	5.2
ST9 Mathematics Curriculum Specialist	4.5	0.0
ST10 Science Curriculum Specialist Dale M. Bunsen (UNO) Wakil A. Miakhail (UNO)	5.5	2.0
ST11 Achievement Testing Specialist John E. Bowers (EDC) Wakil A. Miakhail (UNO)	4.0	1.5
ST12 Program/Teacher Evaluation/ Supervision Specialist R. Lynn Evans (EDC)	6.0	2.5
ST13 Functional Literacy Specialist	1.5	0.0
ST14 Pedagogy Specialist Howard H. Faber (UNO)	1.0	1.0
ST15 Project Finance Specialist	0.0	0.0
Total	251.2	153.5

\* As projected on Staff Loading Chart.

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## APPENDIX B

### TEAM MEMBER REPORTS

- Item 1. Curriculum/Deputy Team Leader
- Item 2. Instr. Design/Training Coordinator
- Item 3. EMIS Coordinator
- Item 4. Finance/Administrative Officer

End of Project  
Report

by

Prof. A. S. Azimi  
Deputy Team Leader  
UNO/ESSP

June 1994

To: G. R. Boardman, Chief of Party  
From: Prof. A. S. Azimi, Deputy Team Leader  
Ref: End of Project Report  
Date: June 1994

**Executive Summary:**

Two different positions were held during my six year employment with UNO/ESSP, 1988 to 1994. My initial work began as a curriculum specialist and included editing and correction of already prepared textbooks, improvement of instructional materials, review and revision of books under production, increasing the amount of book production and distribution, securing more funds from AID, launching a teacher training program for both male and female teachers, and conducting seminars and workshops for teacher training purposes for accomplishment of the stated objectives of the project.

Contacts with local Afghan leader and party representatives, including community leaders, elders, commanders, and representatives of concerned political organizations for management of schools, payment of salaries, and distribution of books and materials, in spite of overt and covert constraints and monitoring, were an on-going activity of the job.

Late in the Summer of 1991, I assumed the deputy team leader position, and my role expanded to include more management responsibilities as the project now included manpower training and participant training, a more extensive teacher training program, increased textbook production and distribution, and home schools.

USAID evaluations and self assessments of the project taught us many lessons, some of which were applied and others which can be applied in the future. Any project has its shortcomings and ESSP was no exception although the successes of the project out-weighted any liabilities which the project may have had. Successes were obvious as seen by the establishment of numerous schools, production and distribution of books and materials, training of teachers through seminars and workshops, development and introduction of the home school concept and working with appropriate counterpart agencies, ECA, interim government AIG/MOE and Islamic Government of Afghanistan/MOE.

Lessons learned from the project, including the period after the announcement of its termination and which reflect the feelings and attitudes of the public, enlightened groups, and Afghan scholars and experts, indicate that the cost of such a hasty, untimely and politically-based decision will not be compensated without enormous costs and great future efforts. The negative impact of the decision is expanded upon in more detail later in the report. The joy,

happiness and future prospects of the project now have become gloomy and dark. USAID has now extinguished the torch of education for the children and communities of Afghanistan, which was burning brightly and had give hope to the new generation of Afghans and was the beginning foundation for the reconstruction of the country. I, as an Afghan-American and former Afghan refugee, understand this more than most and know the full meaning of the mistake made by USAID in their curtailment of the Afghanistan education program.

**Job Description:**

Included are the six major areas of my job description:

1. Provide project information and reports to the team leader, AID/REP and UNO;
2. Assist Ministry and ECA in policy information and procedure development;
3. Assist in the planning, coordination and implementation of MTP, ASP and teacher training program;
4. Planning, development, editing, review and revision of textbooks;
5. Maintain positive relationships and communication with external Afghan personnel, parties and linking agencies; and
6. Maintain professional ethics and behavior and promote UNO and its associated activities.

**Summary Activities and UNO Evaluator Comments:**

I kept the team leader informed via timely written and verbal reports on key meetings, trips and activities. I made a strong effort to provide direct technical assistance to ECA in order to further the development of ECA as an institution. I provided on-going leadership relative to assigned programs and activities. Through a laborious and consistent effort, I made excellent progress in the process of revising and developing of the textbooks. I coordinated a rewrite of the materials for the primary schools and the initial development of the secondary school books. For better facilitation of UNO activities inside Afghanistan, I was in constant contact with party leaders and commanders and took major responsibilities for sharing UNO activities, information and ideas with key Afghan commanders and leaders. In sum, I tried to be exemplary as an Afghan role model and professional in promotion of the UNO/ESSP programs and activities.

The following is a UNO/ESSP evaluator's comments relative to my role which states: "Prof. A. S. Azimi provides the perfect blend of academic performance, good muslim, strong role model, personal credibility, humility, and political astuteness to successfully provide the curricula, policy and personal leadership, necessary to provide an exceptional performance in the politically sensitive and ever changing environment of Peshawar, Pakistan..."

**Project Objectives and Activities/ Performance:**

The ESSP Project was established to perform the following functions/activities:

1. Strengthening educational activities through ECG (Education Center for Afghanistan) which was established by collaboration / participation of the representatives of six Jehadi Organizations;
2. Establishment of primary schools in liberated regions under the control of Mujahiddin;
3. Preparation/production and publishing of textbooks, production of instructional and administrative materials and their distribution to these schools; and
4. Development of a single/unified curriculum acceptable to all Jehadi Organs in all parts/regions in Afghanistan.

When I came to Peshawar on 18 June 1988 and took over the responsibility of the curriculum division, it was at such a time that the project was about a year and a half old. During the period prior to my joining the project, the initial textbooks for grades one, two and three were completed in Dari and Pashto and work was beginning on the textbooks of grades four, five and six. Approximately 50 percent of these books were completed and already printed. They badly needed review and revision. These books had shortages, not only in content, but also from the point of view of printing and binding, these errors/mistakes caused some criticism. It was for this reason, that first before publishing and distributing these books in a greater amount, all were reviewed and corrected and the authors informed of the corrections. Editing and corrections were discussed in joint meetings. The books were sent to the press only after the approval and agreement of the authors and ECA. It took about six months to correct and edit all the previously prepared books. The same procedure was planned with authors and the ECA for future under-takings. According to this plan, all textbooks were subject to further review by this office in spite of corrections and review made by the review committee of the "Directorate of Curriculum" and the confirmation of the "Education Center Council." It is worth mentioning here that the second review was partly done by me and in specialized and professional areas by experienced Afghan teachers and university professors residing in Peshawar. Further more, the ECA and the authors were informed of all the terminologies corrected and used

in the texts. Only then, after their approval and agreement, were the books sent to the press for printing.

The following of the above procedure was laborious and time consuming but, as can be observed, the results were very successful and, in a short period of time, the educational curriculum was accepted by Commanders, Ulamas, experts within and outside the country and the Afghan society. In addition, the curriculum was approved by the Ministry of Education of the Interim Government formed in Pakistan and, ultimately, the curriculum was announced as the nation-wide curriculum by the Ministry of Education of the Islamic State of Afghanistan. After adopting such a policy, the Ministry issued instructions to most provinces where educational institutions were implementing other curriculums to halt these curriculums and apply only the UNO/ESSP curriculum.

#### The Keys to Project Success:

The noteworthy success of the UNO/ESSP Project can be summarized in the following two points:

1. First and foremost, the project, from the start of its activities never developed and produced material without review and authorization by appropriate Afghan authorities.

UNO/ESSP always tried to follow and adopt the educational policy defined and recognized by all Jehadic Organizations through the Education Center for Afghanistan. It was due primarily to this procedure that the work and activity of the project was approved and accepted by all provinces and in all parts of Afghanistan. While other curriculums, such as the "Curriculum of the Cultural Council", the "Curriculum of Sheikh Fathi", the "Curriculum of Swedish Committee", etc. were dispersed one after the other with no review or authorization and, consequently, were adopted on a very limited scale and in selected areas only. The UNO/ESSP project has witnessed that Arab institutions, which were against the curriculum of ECA at the beginning, indicated their willingness to adopt the curriculum in schools run and controlled by them and the ECA curriculum became the accepted program for the country.

2. The second reason was the publication and distribution of books in large quantity and in all provinces with a sufficient budget for this purpose.

When I came to Peshawar, the project was not authorized to distribute textbooks to refugee schools in Pakistan and through other institutions active inside the country. In a small country, such as Afghanistan, the presence of different curriculums was not only inefficient and useless but, it was and still is, extremely harmful and dangerous. This situation urged me to discuss this issue on various occasions with USAID and to request USAID authorities to continue the publication

of more books and provide sufficient budget to the project for this purpose. This approval enabled UNO/ESSP to distribute books to all those schools willing to use the books and thus provided the way for adoption of a single curriculum in the country. Fortunately USAID authorities reacted positively to the request and the rationale of the project and permitted the publication/printing and distribution of textbooks, and instructional materials and the production of audiovisual materials on a major scale. This activity resulted in the development of a single curriculum for Afghanistan.

### Monitoring System:

Although conditions for traveling inside Afghanistan were extremely difficult and the roads/routes were always in danger of mines and bombardment, the offices of UNO and ECA designed and implemented regular monitoring systems/plans. Accordingly, two groups of monitors, one from ECA, called "level one monitors" and the other from UNO/ESSP called "level two monitors" were sent to provinces throughout Afghanistan each year. These monitors visited the schools at different times and submitted their reports to the ECA and/or ESSP offices. In these reports, the presence/existence of schools, availability of books, and the payment of salaries were documented. Moreover, the problems, shortcomings and other relevant issues were included in these reports.

These reports, after submission to the appropriate offices, were duplicated and reviewed. ECA sent the reports of its monitors to ESSP and visa versa. Both offices studied these reports carefully. Divergent and convergent points were identified. The divergent views were discussed in joint meetings. Full attention was paid to the presence of both monitoring groups in these discussions. In case the groups failed to solve the existing differences, then a third level joint monitoring group was sent to the area in question. Their decisions were considered to be the final decision for closure of the issue/case.

At the beginning, namely, between 1986 to 1989, the monitoring system of the USAID office was not very active. Suffice to say, that the presence of such a system by USAID was necessary and a must for all its projects. This system ultimately proved useful for the success of the projects and their management. Even so, the AID monitoring function started to work with a very limited background and experience and some criticisms were raised as to their usefulness. Though there were such criticisms, it was difficult to immediately remedy the situation as certain personalities prevented the parties from accepting each others procedures and/or to reach any agreement. The USAID monitoring office was not properly supervised during these days and some staff with vested interest began to take over. It is suggested that for any project which will be proposed in the future, that a monitoring system, both in theory and practice, be designed involving all parties of concern and a consistent set of criteria be developed and implemented. By so doing, wasted time and effort can be

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avoided. It was not until more recently, that such a system was developed by the ESSP office and USAID for monitoring the distribution of textbooks.

Suggestions/Recommendations and Lessons Learned:

Some suggestions/recommendations and lessons learned are presented as follows:

1. Rather than establishing a large number of schools and giving quotas to each organization and putting an emphasis on a wide distribution, more attention should have been focused on school quality. For example, instead of having 1200 schools, throughout Afghanistan, it would have been sufficient if they were 150 to 200 well organized schools with qualified and able teachers and better educational conditions and facilities. Under such conditions, each of these schools could have had the status of a model school. In this case, school monitoring and supervision would have been easier and better quality teaching, management and supervision developed.
2. It was not necessary to provide all schools with copy books / notebooks and pencils. For, as figures show, a considerable amount of money was spent in purchasing these materials. Instead, it might have been possible to refurbish some school buildings and provide more teacher training.
3. UNO/ESSP was paying the transportation cost of textbooks and instructional materials for the ECA supported schools. As such, the management of the transportation cost/money was difficult, especially in view of the security situation. The use of selected distribution centers was a much better idea with the books and instructional materials warehoused until school representatives are notified to pick up the materials. This system was implemented recently and the results were quite satisfactory.
4. Teacher's salaries should not have been paid and, if so, only to selected model schools. More recently, in view of better security inside Afghanistan, monitors of both ESSP and ECA have traveled to the local districts and paid the teachers directly, rather than through a representative. The results have been much better than the previous process.
5. The ESSP project was foreseen to be an important educational project and a model for Afghanistan's future education system. Its curriculum was considered to be the future curriculum of education for the country. Although these projections were realized, in order to better pilot the materials, two model experimental schools, one for boys and one for girls, should have been established in Peshawar, so that the textbooks and materials could be tested and assessed under the supervision of specialists. Although proposed and discussed with USAID authorities on several occasions, there was no interest in

establishing any program in Pakistan, even for experimental purposes. This was a mistake.

6. UNO/ESSP activities were not limited to the production of textbooks, but also included a teacher's guide for each subject, teacher training seminars for male and female teachers, audiovisual materials, and administrative materials such as teaching progress books, exam recording sheets, class attendance record books, and a teacher register were also prepared and distributed to schools. This activity was also provided to all provinces of Afghanistan and most schools inside the country.

The activity covered both the primary and middle levels in Pushto and Dari and was 100 percent completed for grades 1-9 and about 50 percent completed for grades 10-12. It is most important that the remaining secondary materials be compiled in order to have a comprehension curriculum grades 1-12. This should be a priority for any future education activity.

7. Along with the basic education programs outlined, adult literacy, particularly women literacy programs were also carried out. Textbooks were produced and pamphlets published and sent to those organizations/institutions which were carrying out such programs. In addition, a pilot female literacy home school program was established. For example, six home schools in Peshawar and four home schools in Quetta were established. These schools produced satisfactory results, much higher than what was expected. This is a good model and needs to be implemented in the future inside Afghanistan. This is another activity which should be a priority in any future education project.
8. The ESSP in launching the MTP (Manpower Training Program) took the program to its highest level. The MTP program - especially its technical part, included different fields such as carpentry, masonry, welding, plumbing, metal-sheet work, electricity, wiring and auto mechanics. The MTP became famous as a technical training program. The ESSP project had planned to establish the MTP program in close proximity to the regional teacher training centers and plans were made for their establishment inside Afghanistan. In implementing this plan, activities such as teacher training seminars, literacy courses, book distribution and human resource development programs could have continued side by side. Each center would have covered three to four provinces. Unfortunately, the project was in the process of moving its domain of activities inside the country (Ghazni and Maroof) when it was transferred to another contractor (AED). This office (AED), in a period of two years of activity and after spending a lot of money, could not take a single step in development or expansion of the program and only proceeded to down size the program and ended in complete failure. Hopefully, USAID learned from this lesson

as it was devastating to the youth of Afghanistan who desperately needed a good technical training program.

USAID's Final Decision - Closing of the Afghanistan Program:

When, for the first time, one of the officials of the foreign offices located in Peshawar told me that Afghanistan was among those countries in which USAID activities was to be terminated/stopped, it was shocking and unbelievable. For:

1. The Afghanistan USAID Office originally did not exist in the concept and nature as it did in Pakistan, Thailand and other countries. USAID projects in different countries of the world are mostly developmental projects and in-country programs. The assistance of USAID, in relation to the torn and scattered Afghan refugee nation and its society, was not, by any means, a developmental project, but represented humanitarian aid in the fields of education, health, food and agriculture. Developmental projects are usually carried out through government channels and inside a country; however, assistance in the above mentioned areas were not bilateral with the State or Government of Afghanistan but were with its people for the realization and fulfillment of human rights, and not for the purpose of the country's development. It is the natural human right of every human being to be literate whether he/she has a government or not, and whether he/she lives in his own land or in a foreign land. In addition, it is the natural right of every human being to be healthy and well fed and not suffer from hunger. Thus, I on saying that if the purpose/aim of USAID were for the assistance of development of a backward country, then the office was already closed in Afghanistan 15 years ago. If its purpose was humanitarian assistance for the homeless and vagrant people of a country for the realization of their legitimate human rights, then it should not have been terminated. As we see, all the causes and factors which were responsible for the initiation of the assistance and help have not changed but have increased. This assistance began at such a time that fighting and bombardment existed in Afghanistan, which is still continuing today and has not ended in the country. Poverty, hunger, migration and hopelessness, which prevailed in the country, still exists today. In the 80's if there was need for offering assistance, then today it is needed more than ever before.

If we make a rationalization that in the past Afghans were fighting with Russians and today they are fighting among themselves, such a rationalization may be logical only for the closure of political and military assistance, not for stopping the humanitarian assistance. We should not sacrifice the sick people and innocent children for the crimes and conflict committed by political criminals. We should not mix knowledge and humanitarianism with politics for a nation which could take the stinger and attack a common enemy and confront him to his defeat. The children of such a nation should not be deprived

from education and health care. Today, these children should have a pen and books instead of Klashinkof, so that they should not be obliged to return to the mountains and learn about stealing, looting and cultivation of narcotics. Instead we should provide for the children to become useful members of their country and the society of the world.

2. The second reason which stirs my mind and distresses me was the "No. Never No. It is not Possible" that the higher authorities of USAID might have taken such a decision, in view of the success, extent and public fame of the education project and its acceptance. The project now terminates its assistance at such a time that about 75 percent of its work was completed. Upon completion of the remaining 25 percent of the work, and an expense of about four to five million dollars over a period of one and a half to two years, could submit a completed curriculum and educational system for the current and future generations of the Afghan nation. Today, while 75 percent of the textbooks and related instructional materials are completed and published, even distributed, unfortunately, all of a sudden, the production and process of education was closed. In addition, it was at a time when great expansions of the teacher education programs was moving forward and, suddenly, the continuation is ceased.

The regionalization of education and the establishment of nine "teacher training centers" inside Afghanistan as a step to transferring the educational authority and power to the Afghan government was considered the ultimate stage of the project and a final conclusion to its valuable activities of the past eight years. Practically, three of the centers had started their activities; Herat, Khost and Jalalabad. There were three other centers planned and ready to start work; Balkh, Kunduz and Parwan. Additionally, the three remaining center, were surveyed; Kabul, Ghazni and Kandahar. Right after the first three centers became functional and after the payment of the first months salary, the phase-out of the program resulted and a closing of the doors of the offices was announced. This incidence and similar ones were shocking to all. The Afghans were thinking that it might be an unreal dream, not a reality. It did not seem to be possible, particularly after the realization of the project objectives and the expense of huge sums of money in the creation and establishment of the project and the planning of a complete educational system, nurtured to a stage of success. Instead, suddenly, with a single swing of the axe, the program was cut off and removed from its root and put into a burning fire.

At least, if the decision of USAID related to the two countries of Afghanistan and Pakistan were the same and the projects which were working for Afghanistan could have the opportunity to continue their activities till the end of the fiscal year of 1995, the same as the Pakistan mission, then it

would have less negative effect and pain. The confusion which the people and children of Afghanistan are facing today, would not exist. People would have had the opportunity to find a reasonable and logical way to continue and promote their work in the area of education.

The elements of haste and speed are considered by the people of Afghanistan a feudal act, an act of revenge. Revenge must be taken from the cruel not from the oppressed. The cruel should be punished not the oppressed. A nation which has always been alive and standing, should not be punished because of the poor leadership and as unqualified governments come to "power" and then disappear. By stopping the assistance we are punishing the nation, including the sick, disabled, and innocent children and not the original actors and responsible characters.

3. A third issue which makes the undertaking of such a decision (cutting off of assistance) an unplausible excuse, is the political aspect of the issue and the immaturity of its diplomacy. Today, the Russians are defeated, not only their military presence has disappeared, but also their philosophical existence has ended. In reality, the communist philosophy withered away and was out-moded. The Soviet territory was broken and reduced to a small entity. Eastern Europe was changed to a new world and the walls of Berlin disappeared, even so there exists signs of instability in the region and in Afghanistan, which has the potential of intensifying the instabilities in neighboring countries. Any type of instability and ignorance in Afghanistan provides more insecurity in the region. As it is said about the Middle East, "War without Egypt and peace without Syria seems impossible". The same saying is true about Afghanistan because of its geographical location, political, social and tribal structures and multi-language and multi-ethnic people. Scientific and in-depth analysis together with a historical background of Afghanistan show that this country, in spite of poverty and helplessness, and in spite of having arid land and mountainous county, and finally, in spite of its weak economy, played a major role in the stability of the region and in maintaining peace and security. Afghanistan will continue to play the same role in the future which should not be less valued.

In relation to the political aspect, there is another point to which USAID personnel should have paid attention; it was the following: termination of humanitarian, educational and health activities which bear negative consequences raises the questions: Who will benefit? Who will have the advantage? We all know that investment in these sectors, especially in the field of education, has many political buyers including the Western neighbors of Afghanistan and Wahabism of the region.

Each one of buyers are ready to spend millions of dollars to

find a way to capture the heart and mind of the Afghan youth. At present, the western neighbor (Iran) - after hearing of the termination of the USAID assistance, was very quick to offer a proposal to Governor Ismayel Khan for publication and distribution of textbooks (Shia books). Also, a second group is also watching the situation and ready to step in. The involvement of both parties may or may not be useful for Afghanistan. This opportunity without any doubt, if one studies it carefully, is in conflict with the traditional principles of the United States "Provision of Democracy" on the one hand, and in conflict with the advantages/benefits of that country, on the other.

4. A last point, also in connection with the political aspect, to be considered is the negative effect on the region, the West and the United States, which will result. Forgetting Afghanistan under present conditions means that:
  - a. Afghanistan and its territory will become a center for the training and sending of terrorists outside the country; and
  - b. The rich land of Afghanistan will change to a large region of cultivation and export of narcotics to the West and the United States. As a result, the country will become a base for smugglers and terrorists. These are the issues and problems which the United States considers itself a forerunner in campaigning against. It means, that at present, the USA could maintain its presence in the region by spending 10 million dollars to keep the torch of education lit and the humanitarian assistance continued. In case these funds are not available, the harms/loss originating from such measures will cost hundreds of millions of dollars in the future for which one can never be compensated.

Therefore, it is on the basis of these factors that the news of stopping aid and the closing of the USAID Office for Afghanistan was shocking, not only for me, but also for all the people of Afghanistan, especially the educated and enlightened, even it was unbelievable and incompatible to the Charter of the United Nations, Constitution of the United States and the Principles of Human Rights.

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End of Project  
Report

by

Donald G. W. Schutte  
Instructional Design/Educator  
Training Coordinator  
UNO/ESSP

August 1993

To: G. R. Boardman, Chief of Party

From: D. G. W. Schutte, Instructional Design/  
Educator Training Coordinator

Ref: End of Project Report

Date: August 1993

**Background:**

I served as a short-term consultant from 1 April to 20 May 1992 and then returned as a long-term team member from 24 July 1992 to 4 August 1993. Previously, I had served in Afghanistan during the seventies, 1972 to 1976, as a member of an education team at the Ministry of Education. I have had 30 years experience working in developing countries, 16 of which were with UNESCO.

**Job Description:**

Listed below are the five main areas which were included as my job description:

1. Planning, development and coordination of curriculum design;
2. Planning, development and coordination of teacher training programs;
3. Planning, development and coordination of community support of education;
4. Maintain positive relationships and communication with Afghan counterparts, O/AID/Rep and international linking agencies; and
5. Maintain professional ethics and behavior and promote UNO and its associated education activities in Afghanistan.

**Accomplishments:**

My major tasks during the one year for which I served as a member of the UNO/ESSP team were as follows:

1. Teaching of the Total Education Development Process and demonstrating a knowledge transfer by producing -
  - i) a 4MAT lesson plan;
  - ii) a teachers guide that applied client-centered, proactive pedagogical and assessment methods, strategies, and techniques;

- iii) a teachers academic resource book which becomes the means for upgrading the teachers background as well as specific knowledge and skills about selected concepts they need to teach; and
  - iv) instructional materials, teacher and learning aids, and student texts for concepts selected from the scope and sequence charts.
2. Training the trainers of head teachers, teachers, key educators and community council members,
  3. Supervising the trainers as they applied the above mentioned training in the field,
  4. Acting as a resource to bring new knowledge and skills from English into Pashto and Dari for use by non-English speaking Master Teacher Trainers and other trainers.

(Note: Given the ambiguity of the political situation in Afghanistan, but with the hope of integrating disparate parts of a system broken by war, it was envisaged that a training team should be made up of members of ESSP's Master Teacher Training (MTT) Corps, Education Center for Afghanistan (ECA) personnel and other qualified personnel recruited for the Instructional Design and Educator Training Unit. Eventually it was hoped that this team could be integrated under the leadership of the ECA with the Ministry of Education in Kabul when stability returned to the central government.)

The following three day orientation workshops were conducted in preparation for the conduct of the long-term training program.

Location	Date	Group	Number of Participants
Peshawar	October 20, 21, 22	ECA	21
Quetta	October 26, 27, 28	MTT and ECA	23
Peshawar	November 3, 4, 5	ECA	22
Peshawar	November 22, 23, 24	MTT Women	11
Peshawar	December 1, 2, 3	MTT	27
Total:			<u>104</u>

The purpose of these workshops was to provide a basic orientation to Total Education Systems Development. They represented the Phase 1 of a series of workshops planned for the same group of people.

The second major series of workshops began on 25 April 1993 and ended on 30 June 1993.

The goals of these workshops were as follows;

Teacher Trainers will be trained to use the Total Education Systems Development Process to achieve the following outcomes:

1. To define the idea of a concept based on the scope and sequence charts and relate its relevance to developing the Afghan educational system;
2. To select one concept from the scope and sequence charts and divide it into topics and subtopics relevant to a particular subject and appropriate grade level;
3. To develop the propositional, procedural and conditional knowledge and skills relevant to understanding the substantive content and structure of the selected concept and its practical use;
4. To write a "Lesson Unit Guide" relevant to the selected concept and its related topics and subtopics using the 4MAT Model;
5. To create instructional materials and students texts and learning aids that support the teacher and learning of the selected concept as well as the advanced pedagogical and assessment methods, strategies, and techniques; and
6. To demonstrate an ability to transfer the TESD process to head teachers and teachers as a means of reconstructing the Afghan educational system.

#### Outputs of the Training:

The ultimate organizational and structural output was to form teams of trainers who were specialized in a subject area. An ideal team, therefore, would consist of one or more trainers specialized in math, one or more in science, one or more in social studies, and one or more in languages (Dari and Pashto). Each team would be connected to a specialist facilitator who was to act as a process mentor, resource person, and supervisor of the trainers as they applied the training program in the field. The specialized teams were to go inside Afghanistan to train head teachers and 'generalists' teachers and, ultimately, supervisors, school management personnel, and community council members. Even though teachers teach all subjects in the primary grades, it was essential that those who train the teachers be specialized to help teachers upgrade their knowledge of the specific academic content in each subject area and the pedagogical and assessment methods, strategies and techniques appropriate to the concepts being taught. Specific training concerning what and how to teach and how to assess specific content at a particular grade level is the quickest way to

upgrade a system which currently employs unqualified or under-qualified teachers and head teachers, who only see their role as school manager and, thus, need training as a classroom supervisor of the academic and professional work of the teachers under their authority. It was this specificity which was to allow the development of a rational system of supervision and management. It also would provide the basis for informing the community of what to expect from the schools and their teachers and head teachers so that the community could play its role as guardians of its children's education.

In addition to the lesson units, a Trainers Manual was produced as the workshop proceeded. Interaction and feedback of the manual as it was applied by the specialist facilitators allowed for a continuous review and update of the manual. The manual also contains some of the basic content for a Teachers Pedagogical Resource Book. The contents represent those pedagogical strategies and techniques which I had included in the two week interim session of the workshop, many of which were demonstrated by application in the workshop. Most of the contents of the manual have been translated by the specialist facilitators in the four subject areas. A Dari/Pashto edition should also be compiled so as to help ensure the continuance and use of the model in the reconstruction of the Afghan Educational system.

#### Actions/Recommendations and Lessons Learned:

I leave behind many friends and Afghan brothers and sisters. Some of them I knew previously when I worked with my previous team in Afghanistan between 1972 and 1976. Some I met for the first time when I came to Peshawar. Enshallah, we will meet again some time in Afghanistan in the future.

Regardless of the fact we never reached our full contingent of facilitators, I leave behind a trained and educated team capable of training trainers, supervising trainers as they train, and serving as resource persons. In this past year they have gained a new authority of professional and academic knowledge which has empowered them to help reconstruct the Afghan education system.

I leave behind a training manual which is basically a recapitulation of much of what I have taught in the year. It was a major work involving much of my time and contains the education systems development process framework. There is much more to be taught and learned and I am sorry that circumstances have prevented me from continuing the job that is there to do.

May God Bless Afghan Children And Their Educators And May God Grant Their Leaders The Wisdom Necessary to Guarantee The Future Of The Nation Through The Education of Its Youth.

End of Project  
Report

by

David J. Weiler  
EMIS Coordinator  
UNO/ESSP

June 1994

To: G. R. Boardman, Chief-of-Party  
From: David J. Weiler, EMIS Coordinator  
Ref: End of Project Report  
Date: June 1994

**Background:**

I served in a TDY capacity with the UNO/ESSP project from July to December in 1991 and then returned as a long term employee from January 1992 to project completion in June 1994.

**Job Description:**

My main duties for the UNO/ESSP were as follows: provide project information and reports to the team leader, AID/REP and UNO; assist ECA in financial planning and EMIS capacity building; assist in the planning, coordination and implementation of the O/AID/REP purpose level monitoring (PLM) and project indicator system; planning, development, maintenance and implementation of computer hardware/software and project EMIS systems; and provide support services in procurement, inventory control, and cost analysis studies.

**Achievements:**

1. One of my most important contributions to the ESSP was to assist in the design and implementation of a five-phase EMIS system. This undertaking was started in the Fall of 1992 with preliminary information gathered in the Spring of 1993. The EMIS was a well-planned and systematic approach to set up a complete data base on all schools inside Afghanistan. The first phase of data collection and corresponding output displays was completed in the first year as scheduled. The data base included information on schools that had seldom before been collected and/or put into any systematic form for administrators to review. The process of collecting and presenting the information for Phase I was completed and the information made ready for dissemination and use in policy decision-making. The results from the surveys are available to educational authorities who can now make decisions as to how and where they should put their available resources. Unfortunately, this latter stage was just about to start when the system was put on hold due to a discontinuation of USAID funding. The data base is available for any future programs and can be retrieved from the diskettes and/or reviewed from the hard copies to be distributed to those involved in Afghan education.

The main constraint applicable to the gathering of the EMIS data was security problems faced during data collection in the various parts of the country, although many of these problems were remediated by changing time tables and rescheduling the data collection teams. These problems were not insurmountable and a little flexibility went a long way in being able to complete the task. In the end, data was gathered from all provinces except Kabul, where fighting and instability continues to this day.

2. A second area of accomplishment was in the monitoring area. The process of monitoring a cross-border project was an issue with all the Afghan projects, especially those based in Pakistan and working cross-border. The major problem that was encountered was the lack of communication between the parties involved. Rumors would spread among the staff about different aspects of the project; i.e. salaries not paid, schools not in session, and textbooks not delivered. I worked with the D C & A Unit of O/AFO (Data Collection and Analysis Unit of Office of Afghan Field Operations) in trying to resolve some of these issues before they became major problems, especially trying to make sure that both UNO and the DC & A Unit were discussing the same schools/locations and were comparing the most current monitoring information.

Not until the last six months of the project did the USAID authorities concerned with monitoring really get involved in the process and work to implement a system which better represented the parties of concern. (Note: A key member of the DC & A unit changed jobs, thus allowing other USAID authorities to get involved which then allowed for a better working relationship and a mutual solution to the issue.) I worked for almost one year in an adversarial position trying to get both sides of the issue together for an amiable solution to the monitoring issue. Finally, USAID personnel sat down with the ESSP staff and defined the rules by which the monitoring departments of the UNO/ESSP and D C & A would coordinate efforts. This plan was put into effect during the last four months of the project and a constructive discourse began to take place. The approved plan called for constant interaction between USAID and the contractor and joint monitoring and follow up of the textbook distributions and teacher training seminars conducted inside Afghanistan. This helped create a more cooperative working atmosphere.

3. There were several special projects for which I was responsible, two of particular note were a refugee school salary payments program and an instructional supply and textbook program both of which were undertaken in the Fall of 1991. The activities listed included over 1000 refugee schools and 7000 teachers. In less than one year, the program was set up and teacher salaries were paid through local bank accounts, instructional materials provided to teachers, and

textbooks provided to the students. The program was later closed and support activities stopped for the refugee schools in Pakistan, except some material and textbook distributions for a few girls' schools.

4. Since I am a "shade tree mechanic", as they might say in America, I was able to fill an unexpected void in the ESSP staffing chart. I started repairing computers, printers, and other related computer hardware. I was watched carefully by the local staff and found that their interest in learning the workings of a computer was quite sincere. The team leader was receptive to my idea of starting a small workshop for repairing hardware and software problems that are common in most automated offices. One staff member that showed the greatest interest and had the best aptitude for doing this type of work was chosen as the first member to be trained. In the three years, that I provided this additional ESSP type of training, more than six key staff were trained. These staff have now all left ESSP to go to better paying jobs and/or work activities. Two of the staff immigrated to Europe where they have used the skills learned to provide themselves with good jobs.

Setting up the training activity for computer repair was limited by USAID regulations concerning procurement. Some repair parts cost over \$500.00 and approval was needed from USAID in order to procure these items. This almost always took time, usually more than one justification was necessary and, in many cases, several justifications needed to be provided, and still the procurement was not approved, although much time and money could have been saved for the U. S. Government and the project itself by continuing to train staff and to do hardware repair in-house. The benefits to the Afghans was immeasurable in addition to the cost savings to the project.

#### Recommendation/Actions and Lessons Learned:

1. The main action which could have helped the project run more smoothly and provide USAID with the information it needed for reporting purposes, in a more timely and cooperative manner, was a more open and supportive attitude by some USAID authorities. It seemed that instead of working together there was the feeling that it was "us" against "them". This often put the staff on the defensive. You weren't ever sure for what the information presented was needed because the end use of the information provided was hardly ever known. Many USAID reports were due before the end of the reporting period; i.e., reports were due on February 15 or March 1 with a reporting date of March 31. This caused the contractor to estimate 30 to 45 days of activities which only leads to questions after the actual figures are presented. This caused an adversarial position and often put the staff at odds with each other.

2. Contractors and USAID authorities need to work cooperatively for the implementation of a project. Everyone understands that the U. S. Government has rules and regulations that need to be followed but if a project is to successful, the USAID staff needs to be more proactive in solving problems and help prevent roadblocks that arise in the course of project activities. Many times a short memo or phone call from USAID authorities explaining the constraints would have solved an issue and made everybody's job a little easier.
  
3. USAID is a formal organization and little seems to function without written documentation. Contractors, on the other hand, are more informal and sometimes need to operate with verbal discourse to a greater degree. I firmly believe that USAID has too much control over the contractor. At times it was felt that USAID was trying to micro-manage the project, rather than to allow the contractor the freedom of implementation it needed. This creates frustration and despair among the people involved. I believe that if USAID awards a project to a contractor, then that organization should implement the project with USAID acting in an advisory capacity only. Performance and financial audits can and will detail the extent of the contractors' ability to carry out their duties in implementing a project. Performance is the key and if a contractor is not performing, then a new firm should be contracted. USAID and contractor personnel can not both manage a project. There can only be one boss.

End of Project  
Report

by

Ramona Klaasmeyer  
Finance/Admin. Officer  
UNO/ESSP

June 1994

To: G. R. Boardman, Chief-of-Party  
From: Ramona Klaasmeyer, Finance/Admin. Officer  
Ref: End of Project Report  
Date: June 1994

Background:

I was associated with the UNO/ESSP since the inception of the project in 1986:

- . First, I was the Manager of Grants Accounting at the University of Nebraska at Omaha, when the proposal was developed and submitted to USAID for funding;
- . Next, in January 1987, I came to Peshawar, Pakistan, with Thomas Gouttierre, Project Director, and Gary L. Carrico, Vice Chancellor for Business and Finance, on an institutional visit for three to four weeks, during which time it was determined that a finance officer was needed on the project, and I helped do preliminary work to set up the accounting system;
- . Later, from March to May 1987, I returned for three months of TDY, during which period the basic forms, accounting system and procedures were designed and documented in a procedures manual as well as basic training conducted for a bookkeeper and a few staff members; and
- . Lastly, but most importantly, I returned in July 1988 as a full time finance/admin. officer and assumed the position for six years until the end of the project on 30 June 1994.

It truly was a pleasure to be associated with the UNO/ESSP project, work with the dedicated staff members, both expat and local-hires, and help improve the education of the Afghans, both in the refugee schools and inside Afghanistan.

Job Description (D) and Achievements (A):

Included below are the six main job description areas for my position, followed by summary statements of achievement:

1. D: Provide direction, supervision and administration of the accounting.  
A: The accounting system has worked properly and efficiently with few problems since it was designed seven years ago. A Fall/Winter 1993 financial review by USAID - OFM (Office of Financial Management) approved the system.
2. D: Establish efficient/effective administrative procedures and internal controls.  
A: Many standardized forms were developed for consistency; OFM financial review gave UNO/ESSP a good report.
3. D: Preparation, verification and submission of monthly / quarterly budget and expenditure reports.  
A: Monthly, quarterly and accrual expenditure and budget reports have been accurate and timely; they are published in the quarterly reports.
4. D: Responsible for personnel/payroll policies and procedures of team office.  
A: Personnel/payroll policies have been standardized; data base was designed for all personnel/payroll activities. Severance payments have been made during phase out with few questions and problems.
5. D: Implementation of USAID, UNO, and State of Nebraska rules regulations and contractual requirements.  
A: Problems have been minimized; however, inconsistencies between USAID, UNO and State of Nebraska sometimes made this task very difficult.
6. D: Maintain professional ethics and behavior and promote UNO and its associated activities.  
A: UNO/ESSP has a good reputation with the Afghans, expats and USAID; hopefully, the finance/administration office has had a part in contributing to this reputation.

### Other Accomplishments:

At times it was a challenge finding the proper staff to do the required jobs. Often UNO/ESSP hired staff with minimal English or related experience. Considerable time was spent by expats and trained personnel in one-on-one training and development. A real accomplishment, in my opinion, has been the number of outstanding/dedicated employees UNO/ESSP has had employed and the development/improvement seen in these employees from their hire date till their termination. In many cases their English, both written and verbal, has improved tremendously. Their ability to follow instructions and complete tasks has greatly improved. Many of the Afghans and Pakistanis can now obtain gainful and meaningful employment far beyond the levels at which they began their employment with UNO/ESSP.

Party affiliations, for the most part, have been left out of the office. Staff members have been united to work for Afghanistan and education in and for Afghanistan. Program and administrative personnel have worked for a common goal: education. Staff members, both expat and local hires, have been committed to the project.

### Tactics:

#### AID Accounting System and Procedures

1. AID paid direct charges to the project have been a continuous problem from the inception of the project. Most of the charges were made without any UNO/ESSP approval. Also, most documents with approval have no cost indicated on them. Upon request, copies may be obtained but not willingly or easily. If three months passed, it was virtually impossible to obtain copies. The USAID accounting and procedure system was a poor system and minimal at best.

AID paid direct charges were mostly in the logistics area, but, at times, also some charges were in program and technical assistance areas. These charges were intermingled on the MAC report with the liquidation vouchers and accrual entries. No "user friendly" reports were available from the MAC report; hence, the MAC report information had to be imputed into a UNO/ESSP designed system in order to check/reconcile/provide UNO/Omaha with the proper information for UNO/Omaha to properly account and report the total project expenditures. In short, the USAID direct charges and the MAC report was a cumbersome process and a poor accounting system.

My recommendation is that approval from the contractor be obtained prior to a direct charge and a copy be returned after the cost and the identifying number has been assigned so the document can be traced to the MAC report. Also, expense

classifications; i.e., rent, utilities, guard service, etc. should be assigned and "user friendly" reports be generated on a monthly basis.

2. The rupee/dollar exchange rates used by OFM were a problem. The rate used on UNO/ESSP's records was a weighted average method, as recommended by UNO and the State of Nebraska auditors. USAID-OFM used a different method; i.e., the daily current rate. However, the rate and dollar amounts are indicated on the processed SF1034s on the date it is processed, which may or may not be the same amount posted on the MAC report, depending on the rate the day the information was posted to the MAC system. Reconciliation was a problem since it could not be done until a MAC report was run and the proper amounts identified.

It is my opinion, that either a weighted average rate should have been used; or, when a dollar amount was identified and the documents marked and distributed, the same amount must be posted to the MAC report. This is the only way to have a proper audit trail.

### Insurance

3. USAID allowed local hire personnel to be covered on the USAID group insurance. The insurance program was an administrative nightmare. The insurance company did not include "son of" type information in their records which is a real necessity in dealing with Afghan and Pakistani names. Claim checks were returned without insurance identification numbers; disallowances were sometimes made without explanation; and the insurance company checks were sometimes returned by the bank due to insufficient funds. The "payoff" system common in Pakistan and Afghanistan encourages corruption and false claims on the part of doctors, and project and USAID employees. The claims paid do not cover the administrative costs incurred for staff time, supplies and materials. The processing time was normally 3-6 months and many times longer.

My recommendation is that medical insurance coverage not be attempted for third world countries; instead a fixed amount should be paid to the employee once a year as an "insurance allowance" perhaps using a "single amount" and a "married amount" per month for the months worked in the calendar or fiscal year. No other processing would be done. It should be a contractor's option to provide life insurance on employees; a process that is administratively much easier to handle and control.

Lessons Learned/Recommendations:

1. Too much politics was involved in U.S. and in-country USAID decisions; more emphasis should be put on the value and long term effect of a program or project;
2. More USAID direct hire time should be spent in helping contractors learn and follow the rules rather than trying to "catch" them;
3. USAID rules should be simplified and published as easy to use guidelines;
4. Projects operating cross border during a war must have rules adopted differently from the standard regulation; that is, if any kind of success is expected. These rules should then remain consistent throughout the project.
5. A project of the size of the ESSP must have a full-time expat finance officer from the inception of the project.
6. Having the right group of dedicated expat team members from the beginning of a project is most important for project success.
7. In the finance/administration areas, it is extremely important to have competent and adequate staff from the inception of the project, growing as needed.
8. Paying teachers salaries and providing the staff with medical insurance were two areas where the administration costs exceeded the benefits.
9. In dealing with non-English speakers, a translator who is honest and accurate is a necessity.
10. Proper data base systems and updates must be established, reviewed and maintained on an on-going basis from early in the project.

APPENDIX C

CONSULTANT REPORTS (Abstracts)

## Short-Term Consultant Reports (Abstracts)

Referenced reports are on file with the Center for Development Information and Evaluation (CDIE) in Washington D.C.; Afghan Resource Information Center (ARIC) in Peshawar, Pakistan; World Bank and the University of Nebraska at Omaha (UNO). All other consultant reports and items produced are on file with UNO.

### FEMALE EDUCATION/ADULT CURRICULUM

1. **Yvonne Tixier Y Vigil (UNO)**  
(1 May to 28 May 1992)

Dr. Tixier Y Vigil was responsible for programs in female education/literacy, female teacher training, and curriculum development. The report includes information with regards to each of these areas beginning with the teacher training program, followed by literacy and curriculum development. A family literacy book - Learning to Read and Write, Volume 1 - UNO/ESSP, 1992, along with a teaching guide and reading pamphlets were developed, printed and distributed.

2. **Ivalyn J. VanEvery (UNO)**  
(1 June to 17 July 1992, 15 September to 15 December 1992, 18 January to 14 May 1993, 25 July to 1 August 1993)

Dr. VanEvery was responsible for the development of the social studies scope and sequence for grades 1-3, conduct of curriculum workshops on learning styles, 4MAT (For Most Appropriate Teaching), and educational system development for both men and women specialists and teacher trainers. Additionally, work was provided on the pedagogical and academic resource books and networking with groups engaged in adult literacy programs and UNO/ESSP gender equity task force. Lastly, a home school report was prepared titled, Research of Effectiveness of the Adult Literacy Teacher Training - UNO/ESSP, 1993.

3. **Doris A. Henry (UNO)**  
(17 May to 5 July 1993)

Dr. Doris Henry was responsible for the conduct of a strategic planning seminar for members of the Education Center for Afghanistan (ECA), women master teacher trainers and women literacy teacher trainers. Also, Dr. Henry worked with the women's adult literacy program in development of a controlled vocabulary list for the adult literacy book, identification of thematic topics for the supplementary reading story books, and development of instrumentation for assessing the effectiveness of the adult literacy teacher training program.

#### EDUCATIONAL POLICY/PROGRAM PLANNING

4. **Richard E. Gibson (UNO)**  
(1 June to 30 June 1992, 14 January to 5 February 1994)

Dr. Richard Gibson was responsible for program planning which included development of the ESSP implementation plan and corresponding staffing plan, FY92-95; Education - Key to Afghanistan's Future - A Report to International Donors Wishing to Assist Afghan Children and Women - UNO/ESSP, 1994, and the UNO/ESSP Contract Termination Settlement Proposal.

5. **Anthony R. Lanza (EDC)**  
(25 May to 17 June 1993, 14 January to 21 January 1994)

Dr. Anthony (Tony) Lanza was responsible for development of a comprehensive report on the ECA titled, The Education Center for Afghanistan (Its Past Accomplishments, Its Current Status and Its Potential) - UNO/ESSP, 1993. The report provides a brief background on the development of the ECA; the current status of ECA; observations, comments and recommendations about the future of the ECA; and some future funding alternatives. Additionally, Dr. Lanza worked with Dr. Gibson in preparation of the report, Education - Key to Afghanistan's Future.

#### DEMOGRAPHY/SOCIAL SCIENTIST

6. **Grant M. Farr (EDC)**  
(5 April to 3 May 1993, 24 August to 14 September 1993)

Dr. Grant Farr was responsible for Special Study 1: School Participation Rates in Afghanistan, Special Study 2: Alternative Financing of Teachers' Salaries, and Special Study 3: Community Support for Education. These were the first three studies planned in conjunction with Phase I of the EMIS and were part of a larger effort of the UNO/ESSP and ECA to develop a realistic strategic planning process. This effort represents an important new phase of school planning for Afghanistan. The final results of these three special studies are included in the Special Studies Report - Volume 2 - UNO/ESSP, 1994, of the final report of the UNO/ESSP project.

#### EDUCATION FINANCE/ECONOMICS

7. **James S. Rose (EDC)**  
(24 November to 22 December 1992)

Dr. James Rose was responsible for working with the research and planning unit of the UNO/ESSP and the ECA in defining and identifying the initial set of purpose level outcome indicators for the Afghan education system, design appropriate data collection techniques, and examine cost and efficiency issues related to education policy and planning and their

implications for the management information system. A report, School Statistics and Economic Analysis Data Requirements - UNO/ESSP, December 1992, was prepared.

## EMIS

8. David W. Chapman (EDC)  
(14 February to 27 February 1993, 21 November to 8 December 1993.

Dr. David Chapman helped adopt and implement the basic EMIS (Educational Management Information System) framework utilized by UNO/ESSP to provide the information needed in planning and managing the Afghan education system. The framework adopted as the basis of the EMIS is the efficiency-based model developed by the USAID supported Improving the Efficiency of Education System (IEES) project. The model provided a framework for identifying and organizing first and second order educational indicators according to a five-phase plan, which included both national survey data and focused special studies data. A report titled, Proposal for an Education Management Information System for the ACA (ECA) - UNO/ESSP, February 1993, was prepared. The results of the EMIS data collected are presented in two volumes: School Survey Project - Volume 1 - UNO/ESSP, June 1994 and Special Studies Report - Volume 2 - UNO/ESSP, June 1994.

## GENDER EQUITY

9. May Rihani (CAII)  
(6 October to 17 October 1992)

Dr. May Rihani, Vice-President of Creative Associates International Inc., was responsible for designing the overall framework for the Equity Improvement Component within the ESSP project. The purpose was to remove education disparities by reaching underserved gender, geographic, and ethnic groups in Afghanistan. The workplan developed focused on the following objectives: expand access to education of children in remote geographical areas, expand girls' access to education, expand access of those ethnic groups least represented in the educational system, improve retention of students from remote areas and from those ethnic groups least represented, and improve the retention of female students. A report titled, Equity Improvement Within ESSP - UNO/ESSP, October 1993, was prepared. The plan included a focus on policy, home schools, social mobilization, research, and curriculum/teacher sensitization training to the gender issue.

10. **Nagat El-Sanabary (CAII)**  
(15 January to 26 January 1993)

Dr. Nagat El-Sanabary was responsible for formulating an equity policy that could be achieved within the initial three years of the project. The work included five activities: reviewing ESSP documentation on program level activities; conducting interviews with long-term advisors and Afghan educators to discuss equity policy issues; formulating policies aimed at rendering ESSP more gender equitable in preparation for an Afghan system of education that will seriously address gender disparities with the national education system of Afghanistan; designing sets of criteria for the participation of schools in the technical assistance program offered by ESSP in order to ensure that educational services are distributed equally among all different groups; and designing a strategy that will facilitate the achievement of the policy within the life of the project. A report titled, A Framework for Achieving Gender Equity in Afghan Education - Policy Analysis and Recommendations - UNO/ESSP, January 1993, was prepared. The report provides guidelines and targets to help the ESSP enhance gender equity by increasing female education access, achievement, and persistence in Afghan education.

11. **Doe J. Mayer and Zuheir A. Al-Faqih (CAII)**  
(1 October to 11 October 1993 - Mayer, 1 October to 22 October 1993 - Al-Faqih)

Ms. Doe Mayer and Mr. Zuheir Faqih were responsible for the social mobilization component of the gender equity plan which called for a well-targeted information campaign to ensure getting across two sets of messages: that Islam fully supports education for all and that girls' education benefits the family and the community. The report titled, Toward Gender Equity: A Social Mobilization Campaign for Afghanistan Marketing - UNO/ESSP, November 1993, outlines the design for a series of education awareness workshops to directly tackle gender equity and community intervention that will help rebuild Afghanistan by strengthening its education institutions.

12. **Kay V. Huth (CAII)**  
(1 July to 15 August 1993, 15 January to 15 February 1994)

Ms. Kay Huth was responsible to design a model female adult literacy home school program and educational materials and curriculum as a framework for a project design for Afghanistan; provide a descriptive study of the pilot adult literacy home school as implemented in Peshawar; design a model primary education (grades 1 and 2) home setting program for females, ages 6-10, that is culturally acceptable to the community and will provide the basis for the student to enter

grade 3 in a government sponsored school; and to provide a descriptive study of the pilot primary home school program as implemented in Peshawar. Four documents were prepared and are titled as follows: a) Female Adult Literacy - Home School Project - UNO/ESSP, August 1993; b) Adult Literacy Home School Pilot Project - Project Summary - UNO/ESSP, March 1994; c) Female Primary Education - Grade 1 and 2, Preliminary Design - UNO/ESSP, August 1993; and d) Peshawar Primary Home School Pilot Project - UNO/ESSP, March 1994. Additionally, a report on the Home School Pilot Program is available as a part of the Special Studies Report - Volume 2 - UNO/ESSP, June 1994.

#### TEACHER TRAINING

13. **Eugene H. Freund (UNO)**  
1 May to 28 May 1992)

Dr. Eugene (Gene) Freund was responsible for assisting in planning the 10 week teacher training program and to deliver specialized lectures within the training sequence. Topics included related to teaching methodology, evaluation and testing, learning materials, educational psychology, and the characteristics of a competent teacher. Additionally, a twenty six minute English as a second language video tape was produced, some pilot tests of reading were developed, and preliminary data gathered from selected sample sites.

#### SOCIAL STUDIES/LANGUAGE ARTS CURRICULUM

14. **Esmael M. Burhan (UNO)**  
(13 November to 30 November 1992)

Dr. Esmael Burhan was responsible for reviewing, editing and completing the final illustrations for Book 3 of Afghans Learn English - UNO/ESSP, 1992. All three books are available and being used in grades 6 to 9 of the UNO/ESSP supported schools.

15. **Donna M. Ogle (EDC)**  
(18 August to 16 September 1993)

Dr. Donna Ogle was responsible to develop a model structure for training specialists and teacher trainers in the use of "Whole Language" methods, strategies and techniques across the curriculum in language, science, social studies and mathematics; work with the female adult literacy program in the development of a series of easy reading storybooks that communicate themes of health and nutrition; and assist in the development of a first grade reading curriculum for the home schools. A series of "Whole Language" workshops were conducted using an Afghanistan book on homes as the theme with primary school teacher trainers, instructional specialists and

adult literacy teacher trainers; eight cloth easy-to-read storybooks in health related areas were designed and produced and a language curriculum model was designed that included oral language as well as writing and reading and sample daily lesson units.

16. **Howard H. Faber (UNO)**  
(7 June to 25 July 1992, 22 June to 30 July 1993)

Dr. Howard Faber was responsible for assisting in the development of the reading, math and science scope and sequence outlines for grades 1-3. Later, he also assisted in the development of the scope and sequence charts for grades 4-6. Additionally, Dr. Faber was responsible for conducting teacher training workshops on effective/quality teaching and development of a student participation indicator system and classroom observation techniques. Dr. Faber also had responsibility in the design and development of instructional aids. He developed many aids, including all of the items in the math and science kits, plus the cloth globes, geography maps and cloth storybooks. All of these items were mass produced and are available with UNO/ESSP. Lastly, Dr. Faber provided the leadership for the development of some daily lesson plans for a pilot grade 1 practice class in language, social studies, math and science. This class provided the foundation for the home school program.

#### SCIENCE CURRICULUM

17. **Dale M. Bunsen (UNO)**  
(5 May to 25 May 1992)

Dr. Dale Bunsen was responsible for the conduct of a series of workshops on the content and process which should be included in a grade 1-3 science curriculum. Fifteen topics were covered in the workshop and appropriate lesson plans/guides prepared for the grade 1-3 science curriculum.

18. **Wakil A. Maikhail (UNO)**  
(1 May to 11 June 1992)

Mr. Wakil Maikhail was responsible for assisting with the conduct of the science curriculum workshops and followup teaching guides. Additionally, he was responsible for the initial work in the development of a handbook on educational assessment and testing and some sample achievement tests for grades 1-6.

## ACHIEVEMENT TESTING

### 19. John E. Bowers (EDC)

(12 February to 15 March 1993, 28 March to 7 April 1993)

Dr. John Bowers was responsible for development of a continuous assessment process for pupil learning with the UNO/ESSP program. Techniques for assessing pupil learning, forms assessment, and future actions/recommendations for assessment were prepared, resulting in two reports: (a) ESSP Assessment of Pupil Learning: Pupil Assessment Tasks - UNO/ESSP, March 1993, and (b) Pupil Learning Assessment in the UNO/ESSP Curriculum - UNO/ESSP, April 1993.

## PROGRAM/TEACHER EVALUATION/SUPERVISION

### 20. R. Lynn Evans (EDC)

(25 April to 23 June 1993)

Dr. Lynn Evans was responsible for developing a training program for the application of learning styles as a part of the instructional process, development of a supervisory framework which would assist in improving the primary school classroom teacher, and development of a model for determining the effectiveness of implementation of the UNO/ESSP materials and teacher training program. In conjunction with these tasks, several workshops were conducted, resulting in the development of two training manuals as follows: Learning Styles Training Manual - UNO/ESSP, June 1993 and Supervisory Handbook (Classroom Instruction) - UNO/ESSP, June 1993. In addition two research studies were conducted one on Teacher Issues in Implementing the New Materials and the other on Impact of Teacher Training on Teachers' Use of New Materials. The studies are included in the Special Studies Report - Volume 2, UNO/ESSP, June 1994.

## APPENDIX D

### SUSTAINABILITY

- Item 1: MOE Approval of UNO Textbooks
- Item 2: Monitoring & Textbook Distributions (1994)
- Item 3: Procedure for Warehousing Textbooks
- Item 4: UNO Sustainability Request Letter

Item 1:

To the Esteemed Embassy of Afghanistan in Islamabad

With reference to your letter No. 1059, dated 28/05/1372 (7/18/93) we cordially write:

The Honorable Ministry of Education of the Islamic state of Afghanistan recently has written as follows about the design and print of a sample copy of the cover page of text-books which will be published by AID.

On the basis of the previous decision of the joint commission of the Department of Compilation and Translation and the "Education Center" and due observance of International and National publication principles and norms we would like to mention that on the upper part of the first cover page the name of the country in which the book will be published is mentioned. In our books the name of the Islamic state of Afghanistan is written.

Since the Ministry of Education is in charge of all educational activities of General Education in the whole country, therefore, the name of the Ministry of Education should follow the name of the Islamic state of Afghanistan as the concessionaire.

In the same manner, since the Department of Compilation and Translation within the structure of the Ministry of Education is the central core and the responsible body for all matters related to the design, compilation, translation, editing and publishing of all text-books of General Education from grade 1 to grade 12 in the whole country, the name of this Department, as the publisher of text-books and guides needs to be mentioned after the name of the Ministry of Education.

The title of the book is written at the center of front cover page (first cover page) and is followed by the name of the respective grade.

The author's name comes at the lower right hand side of the cover page and at the lower left hand side the year of publication of the book. There is no need to write any other thing on this page. For, the institutions and or the individuals who are entitled to be mentioned - as rightful and concessionaire personalities - their names have already appeared on this page.

On the second page of the cover, the map of Afghanistan and within it "Kalimai Taiba Sharifa" is placed.

The next page is the front page. On this page, the name of Islamic state of Afghanistan, the Ministry of Education, Department of Compilation and Translation, title of the book and the grade appear in the said order. In the right hand corner of the page author's name and below it editors name and in the left hand corner, the year of publication are written.

In the middle of the second page of the cover "In the name of Allah the most compassionate, the most merciful" is placed only. Following this page, one blank page appears. This page will cover the introduction to the book. In case, there is no introduction, there is no need for this page. Nothing is written on the third page of the cover page (?).

The fourth page of the cover is the last page of the book. On this page, according to the decision of previous commission, the picture of mines will be shown on the upper part of this page. For, different kinds of mines have been planted in our country. In order to save our children and our other country fellows from these dangerous mines and the enemy of humanity, they must be kept informed. It is because of this reason that in the upper part of page four of the cover, pictures of different mines are shown. In the middle of this page, number of print (first print, second print ...) are mentioned. Below it total number of books printed and then consumption period are stated. It will be followed by the name of the press., namely any press by which the book is printed. This printing house has the right to put its name and its seal in this place. If (AID) press would like to mention its name - as the source of printing the book - they should mention (AID) name in this part.

Enclosed you will find samples of a design. In it the publication norms as well as national and international agreements are taken into consideration. We hope that the esteemed embassy should write the above points to (AID) and make request that they {AID authorities} should observe these points in the publication and printing of text-books.

With Regards

Dr. Mohd Jaleel Shams  
Deputy Minister  
Ministry of Foreign Affairs



سفارتكبراي

## دولت اسلامي افغانستان

*Embassy of The Islamic State of Afghanistan  
Islamabad*

No. 16-8-72/2125

Dated: 2-12-1993

KIND ATTN: OFFICE OF USAID

The Embassy of the Islamic State of Afghanistan presents its compliments to the Embassy of the United States of America, Islamabad and has the honour to forward herewith the following documents:

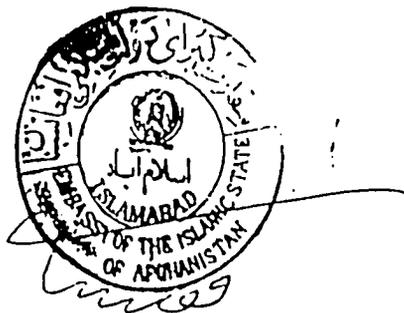
1. Copy of letter No.FB-214/86 written in DARI from the Ministry of Foreign Affairs of the Islamic State of Afghanistan.
2. Example Booklet for Class I

The Embassy has been instructed to send the above Dari letter and the Pushto Booklet to the esteemed Embassy for the attention of USAID Department with a request to have the same printed for the use of schools in Afghanistan in future.

The Embassy of the Islamic State of Afghanistan avails itself of this opportunity to renew to the Embassy of the United States of America the assurances of its highest consideration.

Embassy of the United  
States of America,  
Islamabad.

Encl. as above



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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

# دولت اسلامی افغانستان

وزارت امور خارجه



ISLAMIC STATE OF AFGHANISTAN

MINISTRY OF FOREIGN AFFAIRS

روايدا فرهنگي

شماره کتاب ۲۱۴۷۸۶

تاریخ ۲۵/۷/۲۲

سفارت محترم افغانی در اسلام آباد

عطف به نامه شماره ۱۰۵۱ مورخ ۲۸/۵/۲۱ شما نمونه احتراماً می‌نگارد؛  
 وزارت محترم تایید و ترمیم دولت اسلام افغانستان اخیراً در مورد طرح و طبع نمونه نسخه  
 های پیشتی که درسی که از طرف مؤسسه (AID) به ما می‌رسد، چنین می‌نگارد؛  
 (به اساس فیصله قبلی کمیسیون مشترک تالیف و ترجمه و مرکز تعلیمی و یاد و نظارت  
 داشت نوروز و اپرنسیب های نشراتی بین المللی وطن باید یاد آور شد که صفحه اول پیشتی  
 در قسمت بالایی و اول ان نام کشور ذکر می‌شود که کتاب در قلمرو ان انتشار می‌یابد و در کتاب  
 های ما نام دولت اسلام افغانستان ذکر می‌گردد.

چون وزارت تعلیم و تربیه مسؤول تمام فعالیت های تعلیمی و تربیتی تالیفات  
 عمومی سراسر کشور است، بنابراین اسم وزارت تعلیم و تربیه بعد از دولت اسلامی افغانستان  
 به حیث صاحب امتیاز ذکر می‌شود.

از آنجائیکه ریاست تالیف و ترجمه به حیث یک هسته مرکزی در چوکات وزارت  
 تعلیم و تربیه مسؤول کلیه امور طرح و تدوین تالیف و ترجمه و اصلاح و نشر و کتب  
 درسی مکاتب تعلیمات عمومی سراسر کشور از صنف ۱ تا ۱۲ می‌باشد.

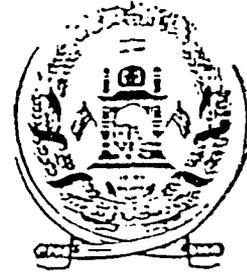
ریاست تالیف و ترجمه به حیث ناشر کتاب درسی و در نهای ان حقوق دوم را  
 داشته و پس از نام وزارت تعلیم و تربیه باید نام ریاست تالیف و ترجمه ذکر گردد.  
 در وسط صفحه اول پیشتی کتاب نام کتاب و پائین ان صفحه مربوط طرح می‌شود. در قسمت  
 پائین سمت راست نام مؤلف کتاب و در قسمت پائین سمت چپ سال طبع کتاب درسی نوشته  
 میشود در این صفحه چیز دیگر ذکر نمی‌گردد. زیرا موسسات و یا اشخاص که در صفحه اول پیشتی  
 حق و امتیاز نوشتن اسم را داشتند همین ها بود که ذکر شد.

در صفحه دوم پیشتی نشانه افغانستان در بین ان کلمه "ایه شریف" جایز شده  
 است به دنبال ان سر صفحه است. در این صفحه اسم دولت اسلامی افغانستان، وزارت تعلیم

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

# دولت اسلامی افغانستان

وزارت امور خارجه



ISLAMIC STATE OF AFGHANISTAN  
MINISTRY OF FOREIGN AFFAIRS

دنییه یاست تالیف و ترجمه نام و صنف هر یو کتاب، مؤلف، و پائین ان نام اوپترومی اید  
و-رحایشه چپ-ست پائین سال طبع نکاره می یابد .

در صفحه وسط دوم پستی بسم الله الرحمن الرحيم ذکر میشود و بعد به تمعيب  
تیر صفحه به منظور درج مقدمه گذاشته شده است . اگر ضرورت به مقدمه نباشد این صفحه  
هنگام گذاشته نمیشود در صفحه سوم پستی درج نیز نگاشته نمیشود .

صفحه چهارم پستی یا صفحه انخیر کتاب است . در این صفحه به اساس ترتیب له  
کیمون قبلی در قسمت بالائی ان اشکال مایند رسم خواهد شد زیرا در کشور ما انواع مختلفه  
مایعجا جا به جا شده است به منظور جلوگیری از خطرات جانی باید شائردان و سایر هموطنان  
ما از خطر این دشمن بشیرت آگاه یابند . بنا به منظور فوق در قسمت بالائی صفحه چهارم  
پستی اشکال انواع ماین ها گنجانیده شده است . در وسط همین صفحه دفعات چاپ

طبع اول . طبع دوم (۰۰۰۰) ذکر میگردد . پائین از ان تیراژ کتاب و بعد دوره استبداد ان  
تکریمید . بعد از دوره استهلاك نام مطبعه ذکر میگردد . یعنی هر مطبعه که کتاب در ان  
چاپ میشد بحق دارن در اخیر نام و یا مهر خپش را ذکر نماید هرگاه مطبعه ( AID )  
بخیادت بحيث منبع طبع کتاب نام خپش را درج کند در همین جا نام خود را باید ذکر کند .

در طرح نمونه های ان در ضمیمه ارسال میگردد نورمه و قرارداد های ملی  
و بین المللی شرای منظر گرفته شده است . متوقعست سفارت محترم مراتب یاد شده را به  
میس ( AID ) اطلاع فرمده و از ایشان تقاضا نماید تا طبق ان در طبع و نشر کتاب درس

اتمام نماید . بالاحتمال تمام

دوكتور محمد جليل شمس

معاون وزير امور خارجه

14 June 1994

UNO/ESSP Textbook Distribution Update

Delivery Number	Destination Province	No. of Trucks	# of Bags of Textbks/ Materials	Date Left	Date Arrived	Date Monitors Returned	Date Final Rpt Filed
1	Laghman	1	171	01-31-94	02-02-94	02-12-94	02-27-94
1	Nangarhar	1	426	01-31-94	02-01-94	02-20-94	02-27-94
1	Kunar	1	4 *	01-31-94	02-02-94	02-13-94	02-27-94
2	Khost	2	935	02-14-94	02-21-94	03-12-94	03-16-94
2	Paktya	1	144	02-14-94	02-19-94	03-11-94	03-16-94
3	Ghazni	2	803	02-22-94	02-28-94	03-19-94	03-29-94
4	Logar	2	478	02-25-94	03-02-94	03-19-94	03-29-94
5	Wardak	2	487	03-01-94	03-05-94	03-26-94	03-29-94
6	Nangarhar	4	1,683	03-02-94	03-03-94	03-13-94	03-16-94
7	Nangarhar	4	508	03-08-94	03-09-94	03-24-94	03-29-94
8	Logar	1	250	03-29-94	03-31-94	04-21-94	05-04-94
8	Ghazni Wardak	1	70 76	03-29-94	03-31-94	04-21-94	05-04-94
8	Paktika	1	306	03-29-94	04-03-94	04-23-94	05-04-94

Item 2 :

\* The truckload for Kunar included other educational materials; (e.g., tarpaulin, blackboard and chalk).

14 June 1994

UNO/ESSP Textbook Distribution Update

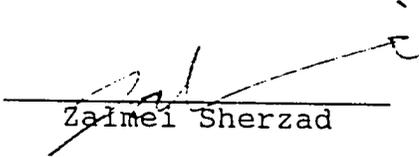
Delivery Number	Destination Province	No. of Trucks	# of Bags of Textbks/ Materials	Date Left	Date Arrived	Date Monitors Returned	Date Final Rpt Filed
9	Laghman	1	159	03-30-94	03-31-94	04-11-94	04-13-94
9	Nangarhar Kunar	1	310 53	03-30-94	03-31-94	04-11-94	04-13-94
10	Kapisa	2	473	04-08-94	04-20-94	05-05-94	05-07-94
11	Khost Paktia	4	1,421	04-10-94	04-14-94	04-30-94	05-04-94
12	Herat	3	494	04-18-94	05-01-94	05-25-94	05-26-94
12	Badghis Ghor	1	139	04-18-94	05-01-94	05-25-94	05-26-94
12	Farah Nimroz	3	935	04-18-94	05-02-94	05-26-94	05-26-94
12	Oruzgan Zabul Helmand	1	233	04-18-94	05-06-94	05-25-94	05-26-94
13	Parwan	3	989	04-20-94	04-22-94	05-15-94	05-15-94
14	Nangarhar	5	1,249	04-24-94	04-25-94	05-08-94	05-09-94

14 June 1994

UNO/ESSP Textbook Distribution Update

Delivery Number	Destination Province	No. of Trucks	# of Bags of Textbks/ Materials	Date Left	Date Arrived	Date Monitors Returned	Date Final Rpt Filed
15	Herat	2	660	04-25-94	05-04-94	05-25-94	05-27-94
15	Farah	2	536	04-25-94	05-03-94	05-26-94	05-27-94
16	Kandahar	2	785	04-26-94	04-28-94	05-25-94	05-29-94
16	Nimroz	2	497	04-26-94	05-08-94	05-31-94	05-29-94
17	Khost	10	2,422	04-26-94	05-01-94	05-17-94	05-17-94
18	Ghazni	2	571	04-27-94	05-01-94	05-24-94	05-24-94
18	Bamyan	1	268	04-27-94	05-01-94	05-24-94	05-24-94
19	Nangarhar	3	295	04-29-94	04-30-94	05-16-94	05-16-94*
	<b>Total:</b>	<b>71</b>	<b>18,710</b>				

\* Note: Report was partially submitted.

  
Zaimi Sherzad

Textbook Distribution  
Report

District	No of School	Grad1	Grad2	Grad3	Grad4	Grad5	Grad6	Grad7	Grad8	Grad9	Grad10	Grad11	Grad12	TOTAL Date	No of Bags
** Badghis															
Badghis	5	516	226	220	553	398	539	846	600	867	7	5	5	4782 04/18/94	44
** Subtotal **	5	516	226	220	553	398	539	846	600	867	7	5	5	4782	44
** Bamyan															
Bamyan	0	0	0	0	0	4350	6360	14805	12800	7968	4326	1404	1338	53351 04/27/94	268
** Subtotal **	0	0	0	0	0	4350	6360	14805	12800	7968	4326	1404	1338	53351	268
** Farah															
Farah	61	7980	6520	4988	18995	21031	25958	49072	18939	15302	6146	2364	1980	179275 04/18/94	883
** Subtotal **	61	7980	6520	4988	18995	21031	25958	49072	18939	15302	6146	2364	1980	179275	883
** Farah St.															
Farah St.	0	6840	3050	6495	5670	7720	6050	8250	7047	2172	1725	1872	480	57371 04/25/94	536
** Subtotal **	0	6840	3050	6495	5670	7720	6050	8250	7047	2172	1725	1872	480	57371	536
** Ghazni															
Ghazni	202	19326	16022	13784	32330	20360	19517	20702	16947	390	119	86	70	159653 02/22/94	803
Ghazni	16	600	480	800	1460	680	950	350	120	24	0	0	0	5474 03/29/94	70
Ghazni	0	0	1600	1200	4180	13510	18440	39675	20500	12228	6083	2220	2010	121646 04/27/94	451
Ghazni	0	0	0	0	0	0	0	0	0	0	0	0	0	0 04/29/94	0
** Subtotal **	218	19926	18102	15784	37970	34560	38907	60727	37567	12642	6202	2306	2080	286773	1324
** Ghor															
Ghor	25	1788	1582	1498	3550	2110	1827	1485	652	795	15	8	8	15318 04/18/94	95
** Subtotal **	25	1788	1582	1498	3550	2110	1827	1485	652	795	15	8	8	15318	95
** Helmand															
Helmand	24	2008	1228	1136	3437	1397	1256	183	250	1296	0	0	0	12191 04/18/94	94
** Subtotal **	24	2008	1228	1136	3437	1397	1256	183	250	1296	0	0	0	12191	94
** Herat															
Herat	176	5938	4106	3334	11263	10166	6862	13573	9063	2046	390	304	404	67449 04/18/94	494
** Subtotal **	176	5938	4106	3334	11263	10166	6862	13573	9063	2046	390	304	404	67449	494
** Herat S.															
Herat S.	0	8060	4575	6255	10238	8697	8610	8694	7578	2040	1860	2016	2016	70639 04/25/94	660
** Subtotal **	0	8060	4575	6255	10238	8697	8610	8694	7578	2040	1860	2016	2016	70639	660

Textbook Distribution  
Report

District	No of School	Grad1	Grad2	Grad3	Grad4	Grad5	Grad6	Grad7	Grad8	Grad9	Grad10	Grad11	Grad12	TOTAL Date	No of Bags
** Kandahar															
Kandahar	0	0	0	0	0	680	8008	4776	4837	1848	2138	2108	2052	26447 04/25/94	442
Kandahar	98	152	1578	4752	6097	10919	12721	12038	1673	117	28	14	13	50102 04/25/94	343
** Subtotal **	98	152	1578	4752	6097	11599	20729	16814	6510	1965	2166	2122	2065	76549	785
** Kapisa															
Kapisa	93	1656	8946	7490	21574	16822	16335	13602	1954	189	35	20	16	88639 04/08/94	473
** Subtotal **	93	1656	8946	7490	21574	16822	16335	13602	1954	189	35	20	16	88639	473
** Khost															
Khost	69	24316	14588	6998	23804	31130	26905	16402	39089	612	48	11	11	183914 02/14/94	935
Khost	0	3600	3600	7120	35220	53160	85240	80085	0	31130	0	0	0	299155 04/10/94	1297
Khost	98	0	0	0	0	0	0	0	0	0	0	0	0	0 04/10/94	35
Khost	0	1540	1050	1755	8010	39095	20740	92940	176950	8462	5897	4710	4320	365469 04/26/94	2422
Khost	0	0	0	0	0	0	0	0	0	0	0	0	0	0 04/29/94	0
** Subtotal **	167	29456	19238	15873	67034	123385	132885	189427	216039	40204	5945	4721	4331	848538	4689
** Konar															
Konar	23	0	0	0	0	0	0	0	0	0	0	0	0	0 01/31/94	4
Konar	0	0	0	0	0	0	0	0	0	0	0	0	0	0 03/30/94	53
** Subtotal **	23	0	0	0	0	0	0	0	0	0	0	0	0	0	57
** Laghman															
Laghman	26	5204	5174	3048	8225	7896	6264	2979	4065	45	4	2	2	42908 01/31/94	171
Laghman	33	2084	1348	3090	8820	3816	3630	1254	1160	84	8	4	4	25302 03/30/94	159
Laghman	0	0	0	0	0	0	0	0	0	0	0	0	0	0 04/29/94	0
** Subtotal **	59	7288	6522	6138	17045	11712	9894	4233	5225	129	12	6	6	68210	330
** Logar															
Logar	145	9710	7916	7520	19038	13402	9026	12416	8804	480	90	56	48	88506 02/25/94	478
Logar	191	1826	1694	2606	7022	5374	7212	1781	1610	147	5	4	4	29287 03/29/94	250
Logar	0	0	0	0	0	0	0	0	0	0	0	0	0	0 04/29/94	0
** Subtotal **	336	11538	9610	10126	26060	18776	16238	14197	10414	627	95	60	52	117793	728
** Nangarhar															
Nangarhar	0	0	0	0	0	0	0	0	0	0	0	0	0	0 04/29/94	295
** Subtotal **	0	0	0	0	0	0	0	0	0	0	0	0	0	0	295
** Nimroz															
Nimroz	8	874	582	506	1239	834	868	1939	1075	780	10	8	8	8723 04/18/94	52

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Textbook Distribution  
Report

District	No of School	Grad1	Grad2	Grad3	Grad4	Grad5	Grad6	Grad7	Grad8	Grad9	Grad10	Grad11	Grad12	TOTAL	Date	No of Bags
** Subtotal **	8	874	582	506	1239	834	868	1939	1075	780	10	8	8	8723		52
** Nimroz S. Nimroz S.	0	4910	3200	5190	4030	5865	5425	7599	5931	1758	1365	1872	2016	49161	04/25/94	497
** Subtotal **	0	4910	3200	5190	4030	5865	5425	7599	5931	1758	1365	1872	2016	49161		497
** Ningarhar	41	10898	4116	294	16524	17451	12936	8654	21901	108	16	8	8	92914	01/31/94	426
Ningarhar	44	5067	6005	7285	20678	6404	3814	1464	4425	70	8	3	2	55225	03/08/94	250
Ningarhar	0	0	0	0	400	10180	11240	32160	91170	9729	6363	4300	4932	170474	04/24/94	1249
** Subtotal **	85	15965	10121	7579	37602	34035	27990	42278	117496	9907	6387	4311	4942	318613		1925
** Orozgan	14	686	618	590	1834	820	240	56	90	600	0	0	0	5534	04/18/94	53
Orozgan	14	686	618	590	1834	820	240	56	90	600	0	0	0	5534		53
** Subtotal **	14	686	618	590	1834	820	240	56	90	600	0	0	0	5534		53
** Paktia	24	3696	2372	965	1457	2342	2264	596	1038	18	2	1	1	14752	02/14/94	144
Paktia	24	3696	2372	965	1457	2342	2264	596	1038	18	2	1	1	14752		144
** Subtotal **	24	3696	2372	965	1457	2342	2264	596	1038	18	2	1	1	14752		144
** Paktika	71	5750	4212	3950	11137	3729	1848	400	815	45	8	3	3	31900	03/29/94	306
Paktika	71	5750	4212	3950	11137	3729	1848	400	815	45	8	3	3	31900		306
** Subtotal **	71	5750	4212	3950	11137	3729	1848	400	815	45	8	3	3	31900		306
** Paktya	34	0	0	0	0	0	0	0	0	0	0	0	0	0	04/10/94	35
Paktya	34	0	0	0	0	0	0	0	0	0	0	0	0	0		35
** Subtotal **	34	0	0	0	0	0	0	0	0	0	0	0	0	0		35
** Parwan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	04/08/94	0
Parwan	196	0	3333	5265	23202	25865	29495	54824	12036	9053	4640	1594	1386	170693	04/18/94	989
** Subtotal **	196	0	3333	5265	23202	25865	29495	54824	12036	9053	4640	1594	1386	170693		989
** S_in Mang	0	0	0	0	0	35000	40500	0	0	0	0	0	0	75500	03/30/94	310
S_in Mang	0	0	0	0	0	35000	40500	0	0	0	0	0	0	75500		310
** Subtotal **	0	0	0	0	0	35000	40500	0	0	0	0	0	0	75500		310
** S_in Ning	0	24400	42080	43920	103480	60120	56070	0	0	0	0	0	0	330070	03/02/94	1683
S_in Ning	0	10000	0	3000	30200	20240	10080	0	0	0	0	0	0	73520	03/08/94	258
S_in Ning	0	10000	0	3000	30200	20240	10080	0	0	0	0	0	0	73520		258

Textbook Distribution  
Report

District	No of School	Grad1	Grad2	Grad3	Grad4	Grad5	Grad6	Grad7	Grad8	Grad9	Grad10	Grad11	Grad12	TOTAL	Date	No of Bags
** Subtotal **	0	34400	42080	46920	133680	80360	66150	0	0	0	0	0	0	403590		1941
** Wardak																
Wardak	137	11448	9216	8350	23824	8677	9457	2842	8690	268	24	8	4	82808	03/01/94	487
Wardak	0	0	0	0	0	0	0	0	0	0	0	0	0	0	03/29/94	76
Wardak	0	0	0	0	0	0	0	0	0	0	0	0	0	0	04/29/94	0
** Subtotal **	137	11448	9216	8350	23824	8677	9457	2842	8690	268	24	8	4	82808		563
** Zabul																
Zabul	15	938	686	660	1967	652	276	38	0	600	0	0	0	5817	04/18/94	86
** Subtotal **	15	938	686	660	1967	652	276	38	0	600	0	0	0	5817		86
*** Total ***	1869	181813	161703	164064	469458	470902	476963	506480	481809	111271	41360	25005	23141	3113969		18656

April 1994

**Procedure for Warehousing (Storing)  
and Distribution of Textbooks**

Due to the closing of the USAID office for Afghanistan, the UNO office shall complete their activities at the end of April 1994. The UNO office will be transporting its Textbooks and Instructional Materials from Peshawar and Quetta to the Provincial Education Offices of Herat, Khost, and Jalalabad in Afghanistan. For storage and distribution of the books and materials, the following agreement is signed between UNO and the Provincial Education Offices of Nangarhar, Khost and Herat:

1. Transportation cost of the textbooks and the materials from Peshawar to Jalalabad and/or Khost or Herat is paid by UNO.
2. The Provincial Education Office of Nangarhar, Khost and Herat will provide a suitable place for storage of the books and materials.
3. When the Provincial Education Office of Nangarhar, Khost and Herat receive the textbooks and instructional materials, they will provide a written receipt to UNO acknowledging the delivery.
4. Documents for distribution of the textbooks and instructional materials for the schools in the Nangarhar, Khost and Herat areas and neighboring provinces will be filed in the Provincial Education Office of the Province for further investigation and monitoring.
5. The Provincial Education Offices of Nangarhar, Khost and Herat are responsible for guarding the textbooks and instructional materials.
6. The textbooks and Instructional materials should not be distributed to individuals and should not be sold in the market.

\_\_\_\_\_  
Signature of Director of Nangarhar  
Provincial Education Office

\_\_\_\_\_  
Signature of UNO representative

6.

8 June 1994

Mark Ward, Chief  
O/AFO/USAID/Islamabad  
Islamabad, Pakistan

Dear Mr. Ward,

The Center for Afghanistan Studies (CAS) at the University of Nebraska at Omaha (UNO) has made the decision to continue its presence in Peshawar and Afghanistan to further its cooperative work with Afghans in education. UNO has made the commitment to maintain and staff an office in Peshawar for this purpose. Abdul Salaam Azimi will serve as chief of party for this office and will report directly to me.

UNO intends to maintain its counterpart relationship with the Education Center for Afghanistan (ECA). The members of ECA will be housed in the new UNO/ECA offices.

UNO is in the process of finalizing a consortium relationship with CARE Afghanistan. Discussions were conducted towards this end with CARE International in Atlanta. CARE International has recently approved programs for focus in several areas of educational development that are complementary to UNO's capabilities and experience.

UNO intends to focus on the following areas of educational development and training:

1. Completion of textbooks for secondary education for Afghanistan; 70% are finished, 30% remain to be developed;
2. Monitor and direct the distribution of those textbooks that remain in education center warehouses in Jalalabad, Khost, and Herat;
3. Continue work in curriculum development and teacher training in the areas of home schools, gender equity education, adult literacy, and mother and child health education;

4. Place special emphasis on expanded incorporation of drug awareness education in all areas of the curriculum for primary and secondary education for Afghans;
5. Continue the refinement and improvement of the primary education curriculum for Afghanistan; and
6. Continue efforts in pursuit of funding to support the above activities and the printing and distribution of textbook series developed within these efforts.

With this letter, UNO is submitting requests to USAID for Uncapitalized Equipment and Office Supplies and Capitalized Equipment. This equipment is essential to the UNO commitment to continue its work and presence in Peshawar and Afghanistan. It constitutes the basic program development resources for the manner of office being proposed and is essential to the credibility of the proposed programming.

UNO appreciates your consideration of this request.

Sincerely,

T. E. Gouttierre  
Dean, International Studies and Programs  
Director, Center for Afghanistan Studies

APPENDIX E

INVENTORY SCHEDULE/DISPOSITION

INVENTORY SCHEDULE/DISPOSITION  
Preliminary as of 23 June 1994

PROP	AST_DESC	MODEL	S NO	COST	RETURNED	E	R	DATE
949158	CANON COPIER	NP500	84001964	10009.78	05/29/94	/	/	/
949159	ELECTRONIC EQUIPMENT	US-2040	911771	633.41	05/02/94	/	/	/
949160	ELECTRONIC EQUIPMENT	US-2040	911772	633.41	05/02/94	/	/	/
949161	ELECTRONIC EQUIPMENT	US-2040	911774	633.41	05/02/94	/	/	/
949162	ELECTRONIC EQUIPMENT	US-2040	911865	633.40	05/02/94	/	/	/
949166	IBM TYPEWRITER	SEL II	856-581546507	3362.66	02/05/94	/	/	/
949167	OLIVETI TYPEWRITER	ET-121	5356206	3347.09	05/02/94	/	/	/
949168	GESTETNER DUP. MACHINE	4130	2410673	3294.83	04/12/94	/	/	/
949169	NASHUA COPIER	7140	2600408566	7506.90	04/12/94	/	/	/
949170	CANON FAX MACHINE	FAX 270	7905021	1883.33	04/12/94	/	/	/
949186	20" INCH TV SET	NATIONAL	EB9211618	691.52	05/16/94	/	/	/
949191	ZENITH LAPTOP	SUPERSPORT	946DF025707	3002.75	06/12/94	/	/	/
949196	ZENITH LAPTOP	SUPERSPORT	930DC040115	2701.00	06/12/94	/	/	/
949206	ZENITH LAPTOP	286	9321011001	3181.00	04/12/94	/	/	/
949207	ZENITH LAPTOP	286	002DF049288	3181.00	04/12/94	/	/	/
949209	ZENITH LAPTOP	SUPERSPORT	942DC046642	1499.00	06/12/94	/	/	/
949216	ZENITH LAPTOP	286E	103DE008031	2374.00	06/12/94	/	/	/
949217	ZENITH LAPTOP	286E	103DE008020	2374.00	04/12/94	/	/	/
949218	ZENITH LAPTOP	286E	105DE000112	2374.00	06/12/94	/	/	/
949219	ZENITH LAPTOP	286E	105DE000075	2374.00	04/12/94	/	/	/
949224	ZENITH LAPTOP	SUPERSPORT	9821042032	2224.00	04/12/94	/	/	/
949228	IBM TYPEWRITER	6781	0048857	718.12	05/02/94	/	/	/
949229	IBM TYPEWRITER	6781	0048863	718.12	05/16/94	/	/	/
949230	IBM TYPEWRITER	6781	0048881	718.12	05/02/94	/	/	/
949231	IBM TYPEWRITER	6781	0048894	718.12	05/02/94	/	/	/
949239	AIR CONDITIONER	NATIONAL	137522940	729.39	05/08/94	/	/	/
949240	GEST. DUP. MACHINE	4110	1A66338	2510.89	05/08/94	/	/	/
949244	AIR CONDITIONER	NATIONAL	137522839	895.90	05/08/94	/	/	/
949253	IBM PRINTER	4202 001	110254553	651.00	05/02/94	/	/	/
949255	EPSON PRINTER	P10FC	15025462	525.00	05/17/94	/	/	/
949258	ZENITH LAPTOP	SUPERSPORT	9341015811	2098.00	04/12/94	/	/	/
949259	ZENITH LAPTOP	SUPERSPORT	934DC044831	2098.00	04/12/94	/	/	/
949261	ZENITH LAPTOP	SUPERSPORT	9821042132	2134.00	04/12/94	/	/	/
949262	IBM PC	5162	1080874	5525.75	05/02/94	/	/	/
949265	EPSON PRINTER	LQ2550	00F0028337	1008.00	05/02/94	/	/	/
949272	2 WAY RADIO	NPH 20	8125918	1050.00	05/17/94	/	/	/
949273	2 WAY RADIO	NPH 20	8125938	1050.00	06/22/94	/	/	/
949282	14" COLOR MONITOR	ZCM1492-1	142RF0061ROE	639.00	05/02/94	/	/	/
949284	ZENITH PC	Z-486SX	143CA000054	4028.00	05/02/94	/	/	/
949287	ZENITH LAPTOP	386	104DF003366	4036.00	04/12/92	/	/	/
949289	ZENITH LAPTOP	386	104DF003594	4036.00	06/12/94	/	/	/
949290	ZENITH LAPTOP	386	104DF003367	4036.00	06/12/94	/	/	/
949291	ZENITH LAPTOP	386	106DC012717	3297.00	04/12/94	/	/	/
949293	ZENITH LAPTOP	386	106DC012245	3297.00	06/12/94	/	/	/
949295	ZENITH LAPTOP	386	106DC011992	3297.00	06/12/94	/	/	/
949306	HP LASERJET III PRINTER	33459A	3122J82568	2216.00	04/28/94	/	/	/
949307	MACINTOSH II FX PC	MAX II FX	F3204N0XC41	5728.13	04/28/94	/	/	/
949308	21" COLOR MONITOR	MAC MONITOR	FS150224A00	2891.17	04/28/94	/	/	/
949309	BOMB SCSI EXT. HD	APPLE HD	B8142974	725.00	05/02/94	/	/	/
949311	MACINTOSH LAPTOP	POWER BOOK	CK20740E	3435.00	04/28/94	/	/	/
949312	JEEP CHEROKEE, AD-64 481	1992	247513	22988.00	06/02/94	/	/	/
949313	JEEP CHEROKEE	1992	247512	22988.00	04/14/94	/	/	/
949314	MAGELLAN GEO-POSITIONER	MAV1000	3A 000504	4101.43	04/12/94	/	/	/
949315	MAGELLAN GEO-POSITIONER	MAV1000	3A 000494	4101.43	05/26/94	/	/	/
949316	MAGELLAN GEO-POSITIONER	MAV1000	3A 000511	4101.43	05/26/94	/	/	/
949317	MAGELLAN GEO-POSITIONER	MAV1000	3A 000488	4101.43	04/12/94	/	/	/
949318	MAGELLAN GEO-POSITIONER	MAV1000	3A 000521	4101.44	05/26/94	/	/	/
949319	MAGELLAN GEO-POSITIONER	MAV1000	3A 000496	4101.44	04/12/94	/	/	/
949320	MAGELLAN GEO-POSITIONER	MAV1000	3A 000515	4101.44	04/12/94	/	/	/
949321	MAGELLAN GEO-POSITIONER	MAV1000	3A 000522	4101.44	04/12/94	/	/	/
949323	MAGELLAN GEO-POSITIONER	MAV1000	3A 000514	4101.44	05/26/94	/	/	/
949324	MAGELLAN GEO-POSITIONER	MAV1000	3A 000493	4101.44	04/12/94	/	/	/
949325	MAGELLAN GEO-POSITIONER	MAV1000	3A 000529	4101.44	04/12/94	/	/	/
949327	ZENITH LAPTOP	120	140DC007166	3216.00	04/12/94	/	/	/

949328	ZENITH LAPTOP	120	125DC005463	3216.00	04/12/94	/	/
949342	PHILCO A/C	1/2 TON	184328159	1028.20	04/12/94	/	/
949345	NATIONAL TV	2187XR	EE9210646	867.62	06/14/95	/	/
949348	NATIONAL TV + REMOTE	TC 290 TR	EB9120139	728.31	05/02/94	/	/
949349	NATIONAL TV + REMOTE	TC 290 TR	EB9120283	728.32	05/02/94	/	/
949354	NATIONAL TV + REMOTE	NATIONAL	EB9120149	729.21	05/02/94	/	/
949362	LHD PICKUP TRUCK	1992	2GCEK19C8P1143585	24592.81	04/14/94	/	/
949363	LHD PICKUP TRUCK	1992	2GCEK19C5P1143446	24592.81	04/14/94	/	/
949381	NASHUA COPIER	7125	1510080053	5081.82	04/12/94	/	/
949382	AIR CONDITIONER	AXG18AAAY-W	4140249	780.44	05/08/94	/	/
949383	AIR CONDITIONER	AXG18AAAY-W	4140187	780.44	05/08/94	/	/
949384	AIR CONDITIONER	AXG18AAAY-W	4139361	780.45	05/08/94	/	/
949385	AIR CONDITIONER	AXG18AAAY-W	4002228	758.78	05/02/94	/	/
949390	GENERATOR 25 KW	DLC 30	1904615	8698.68	04/28/94	/	/
949391	IBM PS/2 LAPTOP	8543-044	55-AA NBV	3751.07	06/12/94	/	/
949393	IBM PS/2 LAPTOP	8543-044	55-AA CNM	3751.06	05/04/94	/	/
949394	IBM PS/2 LAPTOP	8543-044	55-AA FFV	3751.06	05/04/94	/	/
949395	AIR CONDITIONER	CW-1830SFM	1192286404	621.24	06/14/94	/	/
949396	AIR CONDITIONER	CW-1830SFM	1192286386	621.24	06/14/94	/	/
949397	AIR CONDITIONER	CW-1830SFM	1192295213	621.24	06/14/94	/	/
949399	AIR CONDITIONER	CW-1830SFM	1192295416	621.24	06/14/94	/	/
949400	AIR CONDITIONER	CW-1830SFM	1192301583	621.25	06/14/94	/	/
949401	AIR CONDITIONER	CW-1830SFM	1192301581	621.24	06/14/94	/	/
949402	AIR CONDITIONER	CW-1830SFM	1192286390	621.24	06/14/94	/	/
949405	AIR CONDITIONER	CW-1830SFM	1192301513	621.24	06/14/95	/	/
949407	OLIVETTI TYPEWRITER	ET-2400	085-MT8479728	1954.15	05/02/94	/	/
949421	SUZUKI JEEP	1988	307745	10185.64	06/12/94	/	/
949422	SUZUKI PICKUP	1989	203904	5440.41	05/05/94	/	/
949424	SUZUKI PICKUP	1991	209230	5145.08	05/12/94	/	/
949425	SUZUKI PICKUP	1990	205753	5585.54	05/05/94	/	/
949426	SUZUKI VAN, AD-64 675	1990	815610	6810.55	05/31/94	/	/
949427	SUZUKI PICKUP	1990	102789	5648.68	04/14/94	/	/
949428	SUZUKI PICKUP	1991	027674	4947.48	05/05/94	/	/
949429	HINO TRUCK, PRL-8629	1988	10523	0.00	05/31/94	/	/
949430	HINO TRUCK, PRL-8739	1988	10480	0.00	05/31/94	/	/
949431	HINO TRUCK, PRL-9235	1988	10487	0.00	06/02/94	/	/
949432	TOYOTA COROLLA	1987	EE97-0001771	0.00	04/28/94	/	/
949434	NISSAN VAN	1991	MII-500094	0.00	04/28/94	/	/
949436	MITSUBUSHI PAJERO	1987	CLO49WHJ400197	12801.75	06/22/94	/	/
949437	MITSUBUSHI PAJERO	1987	CLO49WHJ400196	12801.74	04/20/94	/	/
949439	TOYOTA PICKUP	1987	LN65-0053209	7687.28	04/20/94	/	/
949440	TOYOTA PICKUP	1987	LN 650053254	7687.28	04/14/94	/	/
949444	SONY COLOR TV	SONY	2020943	0.00	04/12/94	/	/
949446	AIR CONDITIONER	AMANA	8905117030	0.00	05/02/94	/	/
949447	AIR CONDITIONER	AMANA	13400683	0.00	05/02/94	/	/
949448	AIR CONDITIONER	AMANA	8905116997	0.00	05/02/94	/	/
949449	AIR CONDITIONER	AMANA	8901124722	0.00	05/02/94	/	/
949450	AIR CONDITIONER	AMANA	8905117012	0.00	05/02/94	/	/
949452	HP SCANNER/DRAWING PAD	ScanJet III	3337A27361	2270.00	04/28/94	/	/
0	SUZUKI VAN/PRG-2762	ST 91	PK 801198	0.00	04/14/94	/	/
0	SUZUKI PICKUP/PRG-2744	1983	102789	0.00	04/14/94	/	/
0	AIR CONDITIONER	AMANA	13050030	0.00	06/13/94	/	/
0	AIR CONDITIONER	AMANA	13050036	0.00	06/13/94	/	/
0	AIR CONDITIONER	AMANA	13050068	0.00	06/13/94	/	/
0	AIR CONDITIONER	AMANA	13050081	0.00	06/13/94	/	/
0	AIR CONDITIONER	AMANA	13050098	0.00	06/13/94	/	/
0	AIR CONDITIONER	AMANA	13050106	0.00	06/13/94	/	/
0	AIR CONDITIONER	AMANA	8610074596	0.00	06/13/94	/	/
0	AIR CONDITIONER	AMANA	8610074834	0.00	06/14/94	/	/
0	MACINTOSH COMPUTER	512K	F4494E4M00IW	0.00	04/28/94	/	/
0	DCX SWITCH BOARD		10981	0.00	05/02/94	/	/
0	AIR CONDITIONER	AMANA	8901124749	0.00	06/13/94	/	/
0	AIR CONDITIONER	AMANA	8901124723	0.00	04/28/94	/	/
0	AIR CONDITIONER	AMANA	8901124735	0.00	04/20/94	/	/
0	AIR CONDITIONER	AMANA	8905116994	0.00	04/20/94	/	/
0	AIR CONDITIONER	AMANA	KC13375400-8	0.00	05/02/94	/	/

0 AIR CONDITIONER	AMANA	8610074617	0.00	05/02/94	/ /
0 AIR CONDITIONER	AMANA	AB13925050	0.00	04/20/94	/ /
0 AIR CONDITIONER	AMANA	8603047213	0.00	04/28/94	/ /
0 AIR CONDITIONER	AMANA	8610074574	0.00	04/28/94	/ /
0 AIR CONDITIONER	AMANA	8603047156	0.00	04/28/94	/ /
0 AIR CONDITIONER	AMANA	8603047297	0.00	04/28/94	/ /
0 AIR CONDITIONER	AMANA	8603047202	0.00	04/28/94	/ /
0 AIR CONDITIONER	AMANA	8603047219	0.00	04/28/94	/ /
0 AIR CONDITIONER	AMANA	8610074735	0.00	06/13/94	/ /
0 GENERATOR ONAN	160DL4	B870873077	0.00	06/13/94	/ /
949146 TYPEWRITER	PERSIAN	NONE	755.59	/ /	06/28/94
949147 HP LASERJET PRINTER	LASERJET	3043JA4147	1329.00	/ /	06/28/94
949148 ZENITH PC	ZCV2526	913CE000154	2663.99	/ /	06/28/94
949149 ZENITH LAPTOP	SUPERSPORT	017DC003202	1999.00	/ /	06/28/94
949150 ZENITH LAPTOP	SUPERSPORT	017DC003229	1999.00	/ /	06/28/94
949151 HP LASERJET PRINTER	LASERJET	2926J05726	1766.50	/ /	06/28/94
949152 ZENITH PC	Z386/25	119CC002579	4624.00	/ /	06/28/94
949153 ZENITH PC	Z386/25	119CC002587	4624.00	/ /	06/28/94
949154 OLYMPIA TYPEWRITER	OLYMPIA	M8-5826515	688.78	/ /	06/28/94
949155 AIR CONDITIONER	NATIONAL	137242572	825.60	/ /	06/28/94
949165 CANON FAX MACHINE	K11066	3320901	1799.14	/ /	06/28/94
949213 ZENITH LAPTOP	MINISPORT	041AEO02989	1599.00	/ /	06/28/94
949220 VCR	NATIONAL	B9KN03903	621.23	/ /	06/28/94
949221 20" TV SET	NATIONAL	EB9210617	694.86	/ /	06/28/94
949223 IBM PS/2	486	23-7288428	7059.00	/ /	06/28/94
949226 IBM TYPEWRITER	6781	0048817	718.13	/ /	06/28/94
949227 IBM TYPEWRITER	6781	0048821	718.13	/ /	06/28/94
949232 TELEX COPER	92713011	908088	876.15	/ /	06/28/94
949234 AIR CONDITIONER	GENERAL	J008074	729.40	/ /	06/28/94
949235 AIR CONDITIONER	NATIONAL	137242642	729.40	/ /	06/28/94
949236 AIR CONDITIONER	NATIONAL	137201669	729.40	/ /	06/28/94
949237 AIR CONDITIONER	NATIONAL	137204032	729.40	/ /	06/28/94
949238 AIR CONDITIONER	NATIONAL	137203948	729.40	/ /	06/28/94
949243 AIR CONDITIONER	NATIONAL	137242464	895.91	/ /	06/28/94
949248 DIGITAL DCX MACHINE	DCX24	10600	2414.95	/ /	06/28/94
949249 CAMCORDER	NATIONAL	K9HB00169	1540.72	/ /	06/28/94
949250 20 INCH TV SET	NATIONAL	EB9160196	694.86	/ /	06/28/94
949252 IBM PC	5160	5160-3046518	3784.00	/ /	06/28/94
949254 IBM PC	PS/2	72-9011663	2435.90	/ /	06/28/94
949256 EPSON PRINTER	FX286E	P0086585	640.57	/ /	06/28/94
949257 EPSON PRINTER	FX286E	PO118076	640.67	/ /	06/28/94
949263 EPSON PRINTER	LQ2550	00F0014102	1008.00	/ /	06/28/94
949264 IBM PC	PS/2	72-9012193	5552.00	/ /	06/28/94
949266 ZENITH PC	ZBV3629KM	043AF002015	5054.00	/ /	06/28/94
949267 ZENITH PC	ZBV3629KM	043AF001740	5054.00	/ /	06/28/94
949268 ZENITH PC	ZBV3629KM	043AF001842	5054.00	/ /	06/28/94
949269 ZENITH PC	ZBV3629KM	043AF001949	5054.00	/ /	06/28/94
949270 HP LASERJET PRINTER	LASERJET III	3043JA4141	1329.00	/ /	06/28/94
949271 2 WAY RADIO	NPH 20	8125935	1050.00	/ /	06/28/94
949274 2 WAY RADIO	NPH 20	8125941	1050.00	/ /	06/28/94
949275 2 WAY RADIO	NPH 20	8125929	1050.00	/ /	06/28/94
949276 RADIO BASE STATION	NPH 20	8125909	1050.00	/ /	06/28/94
949277 FAX MACHINE	UF250	189050650	1385.00	/ /	06/28/94
949278 TOYOTA CRESSIDA	1989	RX72-6001284	14234.48	/ /	06/28/94
949281 14" COLOR MONITOR	ZCM1492-1	140RH0039ROE	639.00	/ /	06/28/94
949283 14" COLOR MONITOR	ZCM1492-1	130RF0359ROE	599.00	/ /	06/28/94
949285 ZENITH PC	Z-486SX	143CA000105	4028.00	/ /	06/28/94
949286 ZENITH LAPTOP	386	104DF003586	4036.00	/ /	06/28/94
949288 ZENITH LAPTOP	386	104DF003417	4036.00	/ /	06/28/94
949296 IBM P/S2, PC	P/S2 90	23-PAGG2	4896.00	/ /	06/28/94
949297 IBM P/S2, PC	P/S2 90	23-PAFZ5	4896.00	/ /	06/28/94
949298 IBM P/S2, PC	P/S2 90	23-PAFW8	4896.00	/ /	06/28/94
949299 IBM P/S2, PC	P/S2 90	23-PAFV98590	4896.00	/ /	06/28/94
949300 COLOR MONITOR	8515	23-LW172	570.00	/ /	06/28/94
949301 COLOR MONITOR	8515	23-LT966	570.00	/ /	06/28/94
949302 COLOR MONITOR	8515	23-LT967	570.00	/ /	06/28/94

949303	COLOR MONITOR	8515	23-LT965	570.00	/	/	06/28/94
949304	HP LASERJET III PRINTER	33449A	3140A74329	1554.00	/	/	06/28/94
949305	HP LASERJET III PRINTER	33459A	3122J82496	2216.00	/	/	06/28/94
949310	QMS COLOR PRINTER	301	00037126	9195.00	/	/	06/28/94
949322	MAGELLAN GEO-POSITIONER	MAV1000	3A 000524	4101.44	/	/	06/28/94
949326	ZENITH LAPTOP	120	140DC007046	3216.00	/	/	06/28/94
949329	ZENITH LAPTOP	120	140DC007080	3216.00	/	/	06/28/94
949343	NASHUA COPIER	7150C	0221060473	11142.72	/	/	06/28/94
949344	NASHUA COPIER	7150C	0221040089	11142.73	/	/	06/28/94
949346	NATIONAL, PANASONIC VCR	NV-J22AM	JIKLO1372	661.05	/	/	06/28/94
949347	GESTETNER PRINTER	5270	527012879	11983.37	/	/	06/28/94
949353	NATIONAL TV + REMOTE	NATIONAL	EB9121282	729.21	/	/	06/28/94
949355	NATIONAL TV + REMOTE	NATIONAL	EB9120492	729.21	/	/	06/28/94
949376	OLIVETTI TYPEWRITER	OLIVETTI	NONE	1990.00	/	/	06/28/94
949388	GENERATOR 50 KW	DLC 60	LJ33478U378747	9906.32	/	/	06/28/94
949389	GENERATOR 25 KW	DLC 30	1904614	8698.67	/	/	06/28/94
949392	IBM PS/2 LAPTOP	8543-044	55-AA FVV	3751.06	/	/	06/28/94
949398	AIR CONDITIONER	CW-1830SFM	1192276170	621.24	/	/	06/28/94
949403	AIR CONDITIONER	CW-1830SFM	1192283716	621.24	/	/	06/28/94
949404	AIR CONDITIONER	CW-1830SFM	137242658	621.24	/	/	06/28/94
949406	AIR CONDITIONER	CW-1830SFM	1192301580	621.25	/	/	06/28/94
949408	UPS MACHINE	UPS-600-A	2062684	655.62	/	/	06/28/94
949409	UPS MACHINE	UPS-600-A	2040330	655.62	/	/	06/28/94
949410	UPS MACHINE	UPS-600-A	2040580	655.62	/	/	06/28/94
949411	UPS MACHINE	UPS-600-A	2040329	655.62	/	/	06/28/94
949412	UPS MACHINE	UPS-600-A	2062679	655.62	/	/	06/28/94
949413	UPS MACHINE	UPS-600-A	2040325	655.62	/	/	06/28/94
949414	UPS MACHINE	UPS-600-A	2040587	655.62	/	/	06/28/94
949415	UPS MACHINE	UPS-1200-A	2062737	1124.49	/	/	06/28/94
949416	UPS MACHINE	UPS-1200-A	2062731	1124.49	/	/	06/28/94
949417	UPS MACHINE	UPS-1200-A	2062692	1124.49	/	/	06/28/94
949418	UPS MACHINE	UPS-1200-A	2062740	1124.48	/	/	06/28/94
949419	UPS MACHINE	UPS-1200-A	2062695	1124.49	/	/	06/28/94
949423	SUZUKI PICKUP	1991	209410	5145.07	/	/	06/28/94
949435	NISSAN PICKUP	1991	UBM 021-433189	0.00	/	/	06/28/94
949442	NISSAN PATROL	1987	WRGY60-109068	0.00	/	/	06/28/94
949443	SONY COLOR TV	SONY	2020951	0.00	/	/	06/28/94
949445	AIR CONDITIONER	AMANA	13400830	0.00	/	/	06/28/94
949451	RADIO BASE STATION	NPG 20	8125971	0.00	/	/	06/28/94
0	SONY COLOR TV	SONY	2003812	0.00	/	/	06/28/94
0	AIR CONDITIONER	AMANA	8610074691	0.00	/	/	06/28/94
0	AIR CONDITIONER	AMANA	8610074716	0.00	/	/	06/28/94
0	AIR CONDITIONER	AMANA	8610074738	0.00	/	/	06/28/94
0	AIR CONDITIONER	AMANA	8610074741	0.00	/	/	06/28/94
0	AMANA REFRIGERATOR	AMANA	KF36750267-8	0.00	/	/	06/28/94
0	FRIEDRICH A/C	YL-18H50	88K509167	0.00	/	/	06/28/94
0	FRIEDRICH A/C	YL-18H50	88FS07585	0.00	/	/	06/28/94
0	FRIEDRICH A/C	YL-18H50	88KSO9331	0.00	/	/	06/28/94
0	FRIEDRICH A/C	YL-18H50	88KSO7577	0.00	/	/	06/28/94
0	FRIEDRICH A/C	YL-18H50	88KSO9063	0.00	/	/	06/28/94
0	FRIEDRICH A/C	YL-18H50	88KSO9150	0.00	/	/	06/28/94
0	AIR CONDITIONER	NATIONAL	178403362	0.00	/	/	06/28/94
0	AIR CONDITIONER	AMANA	KK13050103-8	0.00	/	/	06/28/94
0	AIR CONDITIONER	AMANA	AB13925233	0.00	/	/	06/28/94
0	AIR CONDITIONER	AMANA	KK13050035-8	0.00	/	/	06/28/94
0	AIR CONDITIONER	AMANA	8603047216	0.00	/	/	06/28/94
0	AIR CONDITIONER	AMANA	8603047235	0.00	/	/	06/28/94
0	AIR CONDITIONER	AMANA	LG13400716	0.00	/	/	06/28/94
0	AIR CONDITIONER	AMANA	8603047235	0.00	/	/	06/28/94
0	CATERPILLAR GENERATOR SET	SR-4	6JA00953	0.00	/	/	06/28/94

APPENDIX F

BRIEFING PAPER

- Item 1: Activity Summary
- Item 2: Timeline
- Item 3: Organizational Chart

## ACTIVITY SUMMARY

## EDUCATION SECTOR SUPPORT PROJECT (ESSP)

30 June 1994

I. Introduction:

- A. The University of Nebraska at Omaha (UNO) is the technical assistance contractor for the ESSP and is assisted by The Education Development Center, Inc. and Creative Associates International, Inc. UNO has a long history of support for the Afghan cause: Center for Afghanistan Studies (since 1972), Library Collection, Higher Education Project at Kabul University (1974-1978), Atlas of Afghanistan Project, Afghan Participant Training, and the Education Sector Support Project (1986-92).
- B. The USAID Office of Afghan Field Operations (O/AFO) supervises the project. Implementation of the initial ESSP began in October 1986 and was completed 30 April 1992 with expenditures of approx \$31.6 million. A new three year ESSP contract was initiated 1 May 1992. Expenditures through 30 June 1994 were approximately \$11.0 million. The project contract through FY95 was 18.0 million but on 23 November 1993 the ESSP was notified of a close-out of the Afghanistan Mission in FY94 and a contract termination date for the ESSP of 30 June 1994.
- C. The counterpart agency for ESSP was the Education Center for Afghanistan (ECA). Initially, ECA was advised by representatives of the Alliance, later reported as a subunit through the Ministry of Education/Afghan Interim Government (AIG) and Afghan Education Authority (AEA), and was involved in cooperative planning with the Ministry of Education (MOE)/Kabul. ESSP expatriate staffing included five positions.

II. Program Objectives:

- A. To strengthen the primary school network by improving its key elements, including curriculum, textbooks, and instructional aids, teacher training and central capabilities in planning, budgeting, and policy development.
- B. To increase the incidence of adult literacy by providing textbooks, instructional materials, and technical guidance to groups engaged in literacy training.
- C. To increase access to schools and to remove educational disparities by reaching under-served gender, geographic and ethnic groups.

III. Summary of Accomplishments - ESSP (October 1986 thru April 1992)

A. Education Center for Afghanistan (ECA)

- . Operational in Fall of 1986
- . Integrated into AIG/Ministry of Education in 1989
- . Afghan Education Authority in the Fall of 1991
- . Informal dialogue with the MOE/Kabul since April 1992
- . Main office in Peshawar, regional office - Quetta
- . 82 employees and 7 departments

B. <u>Schools</u>	<u>Active</u>	<u>Salaried</u>
Afghanistan	1,178	1,013
Refugee/Pakistan	1,031	1,031 (8,040 staff)

C. <u>Textbooks</u>	<u>Prepared</u>	<u>Printed</u>
Gr. 1-6	56	8.1 million
Gr. 7-9	83	1.2 million
Gr. 10-12	15	37 thousand

D. <u>Teacher Training</u>	<u>Number</u>	<u>Training Period</u>
Master Trainers	52	20 weeks
Teacher Trainers	66	10 weeks
Classroom Teachers	1,314	4 weeks

E. <u>Literacy</u>	<u>Courses</u>	<u>Participants</u>
Mujahideen	2,265	43,694

F. Scholarships

50 Particip. (ASP)	43 ret.	0 in-prog.	7 out of status
10 Particip. (ASP/Web)	0 ret.	10 in-prog.	0 out of status
45 Particip. (Web)	8 ret.	35 in-prog.	2 out of status

G. <u>Material Development</u>	<u>Kits</u>	<u>Silkscreen Posters</u>
Educ. Materials	66,875	216,890
Mine Awareness	738,520	2.2 million
Narcotic Awareness	2,686	11,700

H. <u>Teachers' Guide</u>	<u>Subjects</u>
Gr. 1-3	Reading and Math
Gr. 4-9	Reading, Math, Science, Soc. Studies

I. <u>Manpower Training</u>	<u>Skills Area</u>	<u>Stdts Enr</u>	<u>Stdts Pass</u>
Peshawar (male)	Office/Trade	906	622
Peshawar (female)	Office	35	27
Quetta	Trade	376	251
Hayatabad	Auto	50	42

IV. Summary of Accomplishments - ESSP (May 1992 thru June 1994)

A.	<u>Education Center for Afghanistan (ECA)</u> Sub-office in Kabul (FY92).	<u>Regional Education Centers (REC)</u> Offices in Herat, Khost and Laghman (FY93).		
B.	<u>Research Info. (28 Provinces)</u>	<u>Schools</u>	<u>Students</u>	
	Surveyed	2,598	722,400	(gr. 1-12)
	ECA Supplied	1,606	446,392	(gr. 1-9)
	ECA Salaried	985	-	(gr. 1-8)
	Girls/Coed	113/290	75,971	(gr. 1-8)
C.	<u>Textbooks</u>	<u>Distributed</u>		
	Gr. 1-6	4,166,446		
	Gr. 7-9	1,314,926		
	Gr. 10-12	73,610		
D.	<u>Curriculum Quality</u>	Development includes Scope/Seq. for Gr. 1-6, Reading, Math/Sci. & Soc. Studies; Teaching Guides and Textbooks for Gr. 1-9; Home School Lesson Units for Gr. 1; and 4 Pedagogy Resource Books.		
E.	<u>Material Development</u>	<u>Kits</u>	<u>Quantity</u>	<u>Type</u>
	Primary/Literacy	19,280	119,080	Charts/Maps (6 kinds)
	Language/Math (Primary)	18,530	49,920	Boards (3 kinds)
	Storybooks (Primary)	-----	110,280	Cloth (12 kinds)
	Storybooks (Adult)	-----	12,000	Cloth (8 kinds)
	Scientific (Primary)	3,481	24,367	Math/Sc.Aids (7 items)
	Scientific (Middle)	5,415	21,660	Charts (4 kinds)
	Geography (Middle)	600	2,500	Maps (5 kinds)
	Blackboards	-----	19,500	Boards
F.	<u>Teacher Training</u>	<u>Number</u>	<u>Program</u>	<u>Trng Period</u>
	Specialist Facilitators (M-16)	16	training	6 months
	Master Teacher Trainers (M-40, F-31)	71	training	16 weeks
	Teacher Trainers (M-10, F-7)	17	training	10 weeks
	ECA Classroom Tchrs (M-1758, F-370)	2128	training	4-5 weeks
	Ref.Schls Classroom Tchrs (F-248)	248	training	4-5 weeks
G.	<u>Literacy</u>	<u>Textbooks/Material Development/Training</u>		
	Learning to Read and Write (3 books): Home/Family (Vol.1), Farmers (Vol.2) and General Adult (Vol.3), includes textbook, teaching guide, and storybooks.			
	17 ESSP Women Trainers (2 weeks)			
	5 Other Agency Women Trainers (2 weeks)			
	10 Pilot Adult Literacy Home Schools (Basic, 6 months)			
	5 Pilot Adult Literacy Home Schools (Advanced, 3 months)			
	3 Pilot Primary Home Schools (Gr. 1, 9 months)			
H.	<u>Scholarships</u>			
	45 Particip. (contd.)	6 ret.	39 in-prog.	0 out-of-status
I.	<u>Manpower Training</u>	<u>Skills Area</u>	<u>Stdts Enr</u>	<u>Stdts in-prog.</u>
	Peshawar (male)	Office/Trade	213	150
	Peshawar (female)	Office	43	34
	Quetta	Trade	175	124
	Hayatabad	Auto	89	78
	Maruf	Trade	52	38
	Ghazni	Trade	120	83

TIMELINE OF  
 ESSP PROJECT ACTIVITIES  
 October 1986 - June 1994

1986	87	88	89	90	91	92	93	94		
Oct.	_____		ESSP1	_____		May	_____	ESSP2	_____	June

Literacy

Mujahideen

Adult

Men

Women

Scholarship

Non-Degree

Degree

Manpower Training

Refugee Schools - Pakistan

Textbooks

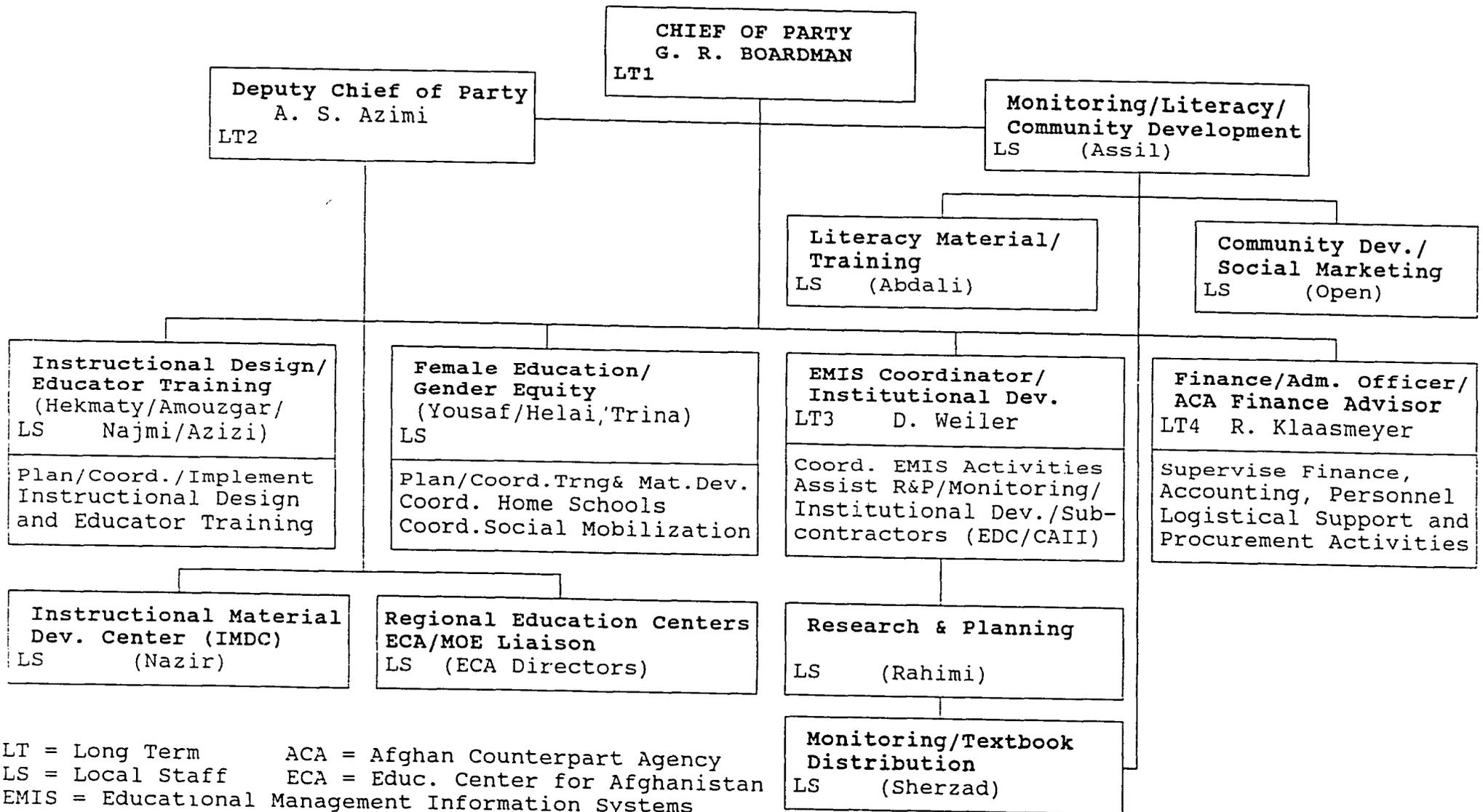
Salaries

17



ESSP ORGANIZATIONAL CHART/STAFFING PLAN

30 June 1994



LT = Long Term      ACA = Afghan Counterpart Agency  
 LS = Local Staff    ECA = Educ. Center for Afghanistan  
 EMIS = Educational Management Information Systems